

CHILD WELFARE

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Better Homes

BY HERBERT HOOVER



The President of the United States.

THE local Better Homes committees, which numbered more than 5,000 in 1928, have made the Better Homes in America movement one of the strong upbuilding forces in our national life. It is characteristically a product of the American people, developed in response to a nation-wide need, taken up throughout the country and adapted to local situations with amazing rapidity.

It draws on the past for the best that lies in our experience and traditions, but is always looking forward—an institution of a people accustomed to change. It is based on the premise that progress towards the noblest ends may be achieved by resourcefulness and character in mastering such problems as are involved in homemaking.

The Better Homes activities converge at a definite focal point—the home. The local committees have done an enormous public service by working out methods for making homes attractive, healthful, and convenient, within the resources of time and money at the command of families of low income. By bringing such a goal more nearly within reach, and exalting it, they have encouraged many thousands of families to improve their homes, and have brought to them a profounder realization of the value of character and mutual cooperation in homemaking and in home life.

There can be no higher undertaking than that of aiding others in efforts that develop their character and spiritual qualities, and the Better Homes work is of that type. It starts with improving the physical setting of home life, and obtaining the best returns from expenditures of time and money on homemaking. But happy, healthful home life and the human qualities required to attain it, are emphasized throughout the programs, and are always in mind as the final objective.

The work of home improvement can never be finished, for the problems of homemaking will always be with us, and new conditions will alter them. Young people as they grow up must learn how to solve them, and increasing participation of the schools each year recognizes this fact. Furthermore the home must always play its part along with church and school in passing on and building up the ideals of our people upon which depend the true success of our civilization and national life.

The field is so great that it calls for the united efforts of Better Homes committees and of the many groups which cooperate with them in the demonstration programs. I am confident that a splendid response will come from far-sighted and public-spirited individuals and groups throughout the country and that they will have the cordial support of all citizens.

The President's Message

What Makes a Home?

"What makes a home?
I asked my little boy,
And this is what he said:
'You, mother, and when father comes,
Our table set all shiny,
And my bed;
And, mother,
I think it's home
Because we love each other.'"

WHEN the National Congress of Mothers was organized thirty-two years ago, it adopted as one of its objects the raising of the standards of the home. Why? Because it recognized that a program for Child Welfare must begin in the home and such a program could be carried out successfully just to the extent that the home performed its functions wisely and intelligently. Since that time the Congress has consistently and conscientiously kept before its membership the home's obligation in the development of the child and the parents' obligation in the development of the home.

It seems to me there has never been a time when the searchlight of public opinion has been turned so definitely and directly upon the home, when that institution has been so criticized for its failures, when so great appeal has been made for the home to assume its right place, which is the first place, among all social, educational, and welfare agencies.

Today much is being accomplished in the way of training for that most important avocation, home making. Our schools are perhaps making the greatest contribution in this direction. Not only are the boys and girls being taught the essentials of successful homes and how to acquire these essentials, but men and women, fathers and mothers, are being given the opportunity for such training as will make them capable of directing the homes they have established.

Organizations are stressing home equipment, home efficiency, home beautification, and home sanitation. In fact, it seems that the whole world is recognizing as never before the essential and strategic place of this our first and greatest institution.

While the institutions of learning are offering such splendid opportunities in education for home making and while the importance of home improvement, as well as methods of effecting such improvement, is being advocated by organizations and groups who, in so doing, are making a valuable, necessary and indispensable contribution, still in the last analysis, the responsibility of making a home rests upon the individual family and its individual members. This responsibility cannot be shifted or delegated. A real home is the place where love and hope and faith abide; and understanding, sympathy, and respect; a spirit of loyalty, of cooperation, and of confidence. These are personal elements, the results of personal experiences and desires. The training that fails to develop these qualities is futile. And the fathers, mothers, and children who have not learned these essentials are yet ignorant of the fine art of home making.

What makes a home?

"A man, a woman, and a child;
Their love
Warm as the gold hearthfire
Along the floor . . .
Only the old, sweet fundamental things."

INA CADDELL MARRS.

A Resourceful Mother

BY ELLA LYMAN CABOT

ON a remote sheep ranch of one of the Western States there lives a friend of mine whose six children unite in praising her wisdom in their upbringing. Her resourcefulness seems to me, too, so exceptional, so precious that I have asked her to write down for my use some recollections of home life when the children were little. These recollections I now offer to the readers of the Better Homes issue of CHILD WELFARE, with this word of introduction from Mrs. Baldwin herself.

"I have been trying to jot down little incidents all the year, but I seem to have the memory of a starfish. And I've been quite like a starfish in my work with children. Whatever I've done has been accomplished just by clinging to my rock of solid principle. It hasn't seemed to matter how life pounded round in breakers overhead, the rock's been steady and unmoved. The rock, the Golden Rule.

"In talking with children I find I speak consciously to their better selves, to the Spirit within them. It is always easy to say fine things of the Spirit which are true, and this *truth makes an inner attention* that must be reached, if a child is to take hold and remedy his fault. After all, we do not make the plant grow or teach the child. We may better conditions and remove obstacles, but the plant grows by itself and the child does its own evolving.

"These are the ways I've tried to work with and love and understand the children. Life with them has been a journey from glory to glory, but I don't seem able to make it shine in black and white as it does in my mind and heart. In bringing back to mind the things the children have said and done, I have been happy all over again, remembering their sweetness."

You will see that Mrs. Baldwin appeals to the hidden truth in her child instead of blaming him. She knows that wrongdoing

is a kind of blindness due to fatigue, irritation, bitterness, carelessness, meanness or forgetfulness of others. But children are only blinded; they are not blind. They have eyes. So, very skilfully, Mrs. Baldwin marshals her resources to open the eyes of a mind blocked by anger, desire for possession or thoughtlessness of others. Happiness, solitude, the passing of time, some kindness done, some special gift revealed, an appeal to truth and to the child's deeper will, these are her healing ointments. All these medicines of the spirit are revealed in her resourceful methods.

"Whenever I heard my children say, 'Let's see what mother says,' or 'Mother will settle this,' my mind would spring to attention like the old fire-horses at the sound of the fire-bell. Nothing could seem more important. There was always a thrill of happiness for me in their request. I was being called to administer justice. If I had especial correcting to do, I literally set the stage for it. I called my culprit into an *orderly* room, I freshly brushed my hair, lest a stray lock might catch a wandering glance and strike their sense of humor. Sometimes I changed my dress. Then, we reasoned together. I talked *with* him, not *at* him. Happy times are the best times for lessons. A child will learn quickly in joy, the very thing he might resent while unhappy. I bided my time, if I did not think my child held an open mind. I improvised some pleasant surprise and while he was grateful and happy, I spoke to him about bettering his behavior. At such a time a child will listen with an open mind and responsive spirit. He will remember and heed the lesson.

"I have never known a normal child who was not born with a sense of justice. Children accustomed to justice are a delight to deal with. When children are handled without it they are difficult, bitter, crafty or be-

wildered, and the more intelligent the child, the more difficult and crafty he is likely to be. I believe that what is commonly known as 'tattling' is, originally, an appeal to justice, and if translated as such, it can be the greatest aid in establishing justice among children. 'Telling mother' should never get any one into trouble, though it may reveal a trouble-maker who needs to be set straight. People who 'do not allow tattling' are generally unwilling to be bothered about settling small differences. But small disputes do not grow into larger ones when they are settled to begin with, and the constant insertion of the right and the just in little disagreements teaches children to think ethically.

"It was understood that my children came to me for my better judgment, not to get any one into trouble. Settling things themselves by brute force was absolutely barred. If I thought they had applied for help prematurely I would ask if they had 'tried to make So-and-so kinder?' or, to the older children, 'Did you try to bring out his good spirit?' or 'Did you appeal to his sense of justice?' When Clara was five years old I heard her crying in the yard and went out to see what was happening. She was looking along a pathway where our peacocks often walked 'to find a peacock feather, because May was cross to me and I'm trying to find something pretty so she will feel more pleasant.' She was settling it herself—making her sister kinder. She was still crying with wounded feelings when she told me this. Imagine such a spirit in a *baby*!

"When children are just plain cross it generally means they have played too hard and are tired. Washed face and hands, freshly brushed hair, a change to some clean clothes and a pleasant suggestion of what to do next will make angels of them. If, however, they keep on quarrelling I take the one who is most irritated away with me to a remote room. We sit down in an armchair and I talk it all out with him alone, quietly. It's the only way. I appeal to three essential things: his own self-control; considerateness of others; and the bringing in of the Good Spirit which is his

own larger will. It's so easy to make a child *do* the right; you can do that just by force or command; but to make a child *feel* the right way in doing it is hard. I never give up till I have them really to *want* the right, but sometimes I grudge the effort, for it does take a long time to secure.

"When Tom was three years old he developed a streak of cruelty. There had been no example of it in the family, for the older children had never shown the least inclination to be anything but gentle and kind to all animals. Consternation reigned when their little brother began to hurt their pets 'deliberately.' Every time Tom saw the dog he would hit it or kick it and laugh when it yelped. When he could catch the cat he'd pull its tail and be greatly amused at its crying. Each time he was cruel, I showed him how to be kind. I'd say, 'Don't kick the dog; feed it,' and tell him I would give him food for the dog whenever he wanted it. And 'Don't pull the cat's tail; give it some milk,' which I promised to provide on request. I impressed upon his mind that he *really* wanted animals to like him; that any one could be cruel, but animals would never like any one who was not kind. It took two or three weeks of vigilance but the cruel streak was blotted out for good and all. Literally, for years, Tom fed every animal that came near him. He was very proud when the dog began to follow him, and he would sit quietly for a long while if he could hold the cat and make it purr. As an older boy he was more thoughtful of an animal's comfort than any of the other children.

"When my oldest boy was about twelve years old the children began to play Indian. The smaller children were supposed to be white settlers—which was hardly fair because they stood no chance with the larger Indians. They found it a doubtful pleasure to live in terror of being caught and scalped or burned at the stake. The game was very exciting and had the merit of including both older and younger children. But the whole idea was based upon warfare and promised endless trouble. I watched for a while, wondering how to set it straight and then I explained to the children that there

were different kinds of Indians. Some tribes were noble and brave and friendly to the whites. They hunted for food and caught wild mustangs to ride; they strung beads and made baskets and cloths and traded these things to the whites for new comforts the whites could give them; they were kind people and they always kept their word. I told the children if they would collect feathers, which they could do in various ways, I would make each one of them an Indian headgear and an Indian suit that would look like leather. They were delighted and spent days collecting feathers while I sewed the Indian suits. I made them of khaki, which had been bought to cover some cots on our porch. Each suit was trimmed with a different colored fringe and every one had a left breast pocket on which I sewed K.H., which I told them stood for the tribe Kind Heart. It was decided that they would all take turns at being wild animals and mustangs, for that was only fair. They strung empty spools as well as beads which they exchanged with me, 'the chief white settler,' for cookies—to be paid at tea time. The game lasted all one summer and never a quarrel in the tribe of the Kind Hearts. It opened an avenue which gave me easy access to the Best Spirit in all of them. It lasted for years, literally. And to this day it is a bond between the now-grown children.

"A piece of home-made candy being 'saved for Father' mysteriously disappeared. There was no way to know who had taken it unless the guilty one admitted his misdeed. I had asked each one if he knew what had become of the candy. Each child had answered 'No.' I strongly suspected my eight-year-old Hal, but I let the matter drop without the least fuss. Once or twice through the day I surprised him with unexpected pleasures and after he was in bed at night I sat on the edge of his bed and read him a fairy story about an unhappy princess who lost everything worth having because she lied. Finally she became very ill, and at the last moment, just before she was going to die, she told the truth—and health and happiness were restored to her. Then I sat quietly by the side of his bed.

In a few moments he burst out crying and told the truth. He was relieved to have it set straight.

"About six months later a hammer disappeared from the ranch tool-chest. The loss was discovered at a moment of pressing need. The ranch foreman was greatly annoyed and he questioned each child angrily. Hal stood much in awe of the man and was badly frightened when he answered manfully that he 'had taken it and would get it right away,' which he did. The foreman appreciated his honesty and bought him a little scarf-pin because he told the truth 'when most children would have lied.'

"Every child has some gift. Help him to discover and develop it and thus enhance his life. If a little girl wants a dress, help her to make one—when she first 'wishes she could.' If a boy or girl becomes interested in the kitchen help such a one to make a simple cake or candy, and to put everything that has been used back in its place. Help them to produce. Encourage them to invent things and pastimes, to learn their power for good, to appreciate beauty and create it for others."

To these incidents told me by Mrs. Baldwin I want to add two others in which I saw her wisdom. Her children came home from school full of criticism of their inexperienced teacher in a rural district. "She is useless, Mother. She is so scared that she can't manage any of the big boys. They jeer at her. We can get through any lesson by taking a chance, and she weeps every day." To transcend is to withdraw in thought to a higher view. The mother's mind left her chattering group of boys and girls. "Poor little teacher," she said. "Find out whether this is not her first place. Do you remember the first time you played at a piano recital? I believe that you can make all the difference between her being lonely or happy here. Tomorrow when you go to school, invite her home here to lunch, and let's give her a good time." So the teacher came; was welcomed by the household; and years afterwards reported that this first ungraded school had given her the happiest time of her life.

On another occasion when I was present

the children of a cousin were throwing hard words at each other during breakfast. Mrs. Baldwin said (quickly): "Do you know what I do when the children say things against each other? I make it a rule that if they say anything bad, they must also tell of some special good deed."

"Well, but Phyllis has never done anything decent," the boys protested with mocking voices, while poor little Phyllis silently beamed to find she had a defender in her unprotected maidenhood.

"Oh! yes," their aunt said, "Phyllis gave you yesterday her best marble."

Then the game proceeded merrily:

"I accuse Uncle Tom," said Douglas, "of taking me up the mountain by an awfully rough path so that I cut my foot on the rocks."

"Now something good!" shouted everybody.

"Well, I approve of Uncle Tom because he let us make all the noise we wanted when we played cards last night."

"I blame Douglas for not mending the salt-cellar after he's promised to do it."

"And what do you praise him for?"

"I praise him because he kept his temper when everything went wrong on the boat yesterday."

"Do you allow the children to go on saying bad things against each other after they've told a good one?"

"Yes," replied the mother, "but they never want to."

Because they are themselves illuminating I have quoted these incidents from the experience of my friend almost without comment. It seems like tearing the petals off a flower to analyze them. Yet back of the incidents appear this mother's principles. These principles are: (1) Appeal to the child's untroubled and open mind as against the wavering or closed mind of the wrong-doer. (2) Appeal to his love for the other whom he is injuring or is angry with. (3) Appeal to God as the source of justice, beauty, and love.



Planting which won first prize for two consecutive years in yard and garden contest at Kohler, Wisconsin.

What to See

BY ELIZABETH K. KERNS

National Chairman, Motion Picture Committee

Classification

A—*Adult*. Adult pictures are recommended for those of mature viewpoint and experience.
 F—*Family*. Family pictures are recommended for the general audience, including children of twelve years of age and over.

J—*Juvenile* pictures are recommended for children under fourteen years.

SR—*Short reels* are for the general audience.

W—*Westerns*, recommended for the family.

*—Especially recommended.

R—Rating

A—*Good*.

B—*Harmless*, but second rate as to plot and production.

R	Title	Class	Stars	Producer	Reels
A	Adoration	A	Billie Dove-Antonio Moreno	First National	7
A	Beware of Bachelors	F	Audrey Ferris-Wm. Collier	Warner Bros.	6
A	Conquest	F	Monte Blue-H. B. Warner	Warner Bros.	7
B	Dancing Vienna	F	Ben Lyon	First National	7
A	Dream of Love	F	Jean Crawford-Nils Asther	Metro-Gold.-Mayer	8
A	Drifting Through Gascony	SR	Scenic-French	Educational	1
A	Election Day	JF	Our Gang	Metro-Gold.-Mayer	2
A	The Flying Fleet	F	Ramon Novarro-Ralph Graves	Metro-Gold.-Mayer	8
A	Girl on the Barge	F	Jean Hersholt-Sally O'Neill	Universal	6
B	The Ghost Talks	F	Helen Twelvetrees	Fox Film Corp.	7
B	Hey Rube	F	Norman Trevor-G. Olmstead	Film Booking Office	6
B	King Cowboy	F	Tom Mix	Film Booking Office	6
A	Lady of Chance	A	Norma Shearer	Metro-Gold.-Mayer	7
A	Land of the Silver Fox	JF	Rin Tin Tin	Warner Bros.	5
A	The Magic City	SR	Scenes of New York City	Educational	1
A	Man in Hobble	F	Johnny Harron	Tiffany-Stahl	6
B	Ned McCobb's Daughter	A	Irene Rich	Pathé	6
A	The Night Bird	F	Reginald Denny	Universal	7
A	Noisy Noise	JF	Our Gang	Metro-Gold.-Mayer	2
A	North West Corner	SR	State of Washington scenic	Fox Film Corp.	1
A	On Trial	A	Pauline Frederick-B. Lytell	Warner Bros.	8
A	Permanent Wave Railroad	SR	Colorado mountain railroad	Educational	1
A	A Rag Doll	SR	Novelty	Universal	1
A	Red Hot Speed	JF	Reginald Denny	Universal	6
A	School Days	SR	Many schools	Pathé	1
A	Shop Worn Angel	A	Gary Cooper-Nancy Carroll	Para. Fam. Lasky	7
A	Sons of the Fathers	A	Emil Jannings-R. Chatterton	Para. Fam. Lasky	8
A	Some One to Love	JF	Mary Brian-Chas. Rogers	Para. Fam. Lasky	6
A	Three Comrades	F	Russian film	Motion Pict. Guild	3
A	Trail of the Moose	SR	Hunting moose with camera	Film Exchange Corp.	1
A	The Viking	JF	Pauline Starke	Metro-Gold.-Mayer	8
A	Wooden Money	SR	Æsop fable	Pathé	1

This list comprises pictures approved by Georgia, New Jersey and Pennsylvania.

Problem Parents

BY GARRY CLEVELAND MYERS, PH.D.

*Head Division Parental Education, Cleveland College,
Western Reserve University, Ohio*

Parents Who Disagree Before Their Children

SET your memory to work. Call to mind your parents. Ask yourself which one held you to the highest standards. Who was the "easier," your father or your mother? Perhaps you have no difficulty in deciding. One reader says at once, "It was my Dad"; another, "It was Mother." So our children will compare us when they have grown up; so do they compare us now. Any child about the age of six or seven, who cares to commit himself, will answer very certainly and quickly. Perhaps you and I have decided privately who is the stricter parent in our home. Our decision may, or may not, agree with the interpretation of our children.

Is there to be found a parent-couple anywhere whose children would consider them to be equally firm, or equally easy? It is reasonable to assume that no two parents will be equally rigid in relation to the conduct of their children. It is also reasonable to assume that no two parents will always agree in all matters in which their children are concerned.

When the two members of the married pair are pretty well matched mentally, and pretty nearly equal in their attitude toward independence, occasional disagreement is inevitable. No matter how nearly alike they think themselves to be in points of view and judgment in respect to matters of common interest, they will surely differ just as long as each exercises independence. Being two different people they see things differently, of course.

A man and wife who are intelligent and self-respecting can accept the fact that as soon as the first child is born, differences of opinion will grow up in respect to its rearing. No true, intelligent love always "runs smooth" before marriage nor after

marriage; before the child is born, nor after he is born. This is a fact which must be faced. No harm comes from inevitable disagreements when both parents acquire sportsmanship; when each learns to disagree without getting angry, to listen quietly and patiently to what the other has to say; when each reveals a readiness to try to get the other's point of view, always maintaining a high degree of mutual consideration and courtesy, always demonstrating poise and self-control. It's when parents lose the attitude of give and take, lose the spirit of sportsmanship; when each is unwilling to "play the game"; when they disagree uncompromisingly *before* the child *about* the child, that home tragedies occur.

No matter how calmly and considerately parents disagree, if their disagreement is over what the child should or should not do, and if such disagreement is expressed in the child's presence, tremendous damage has been done to him.

Perhaps there is no other barrier to good moral education in the home so high and resistant as parental disagreement of this sort. How very difficult it must be for the child to have two bosses! The Good Book tells us that "No man can serve two masters"; neither can a child, "for either he will hate the one, and love the other; or else he will hold to the one and despise the other."

One parent sets out early to teach the infant that there are some things he cannot have, and some things he cannot do; the other parent seeks always to gratify the wishes of the baby. One believes that objects which are hazardous and objects which the child may injure, ought to be removed beyond the baby's reach; the other, that the infant should be taught to avoid such

things or to handle them with care. One believes in corporal punishment; the other counts it cruelty to give the baby bodily pain. One strives to develop in the toddler a constructive system of obedience; the other one proceeds to teach the child obedience by brute force. One parent yells at the child; the other speaks in gentle tones. One strives to teach the child to eat every food prepared for him; the other ridicules the foolishness of "scientific feeding." One forbids any playing in the street; the other guarantees the child a perfect freedom. One expects the child to come in when the lights go on; the other sees no need of such restrictions. One wants the child of ten to take music lessons and to practice; the other thinks that music is not worth the cost. One parent says the daughter of thirteen shall be chaperoned; the other one, that she shall not. Instances like these may be added without limit. It should be noted that parents not only disagree on matters of this sort, but are inclined to express their differences to each other before the child, and at times when what the child must do or not do is involved. Parents are also inclined to discuss their differences with others, unconscious of the harm involved, the infidelity implied.

Here should be noted a curious tendency in parents who disagree on certain matters of child guidance; one becomes extreme in one direction as the other parent goes further in the opposite direction. If one parent is exacting in respect to certain home responsibilities of the child, the other may grow less so. For instance, if the father thinks the mother is a little too strict with her daughter, he will compensate by growing more indulgent with the child. Then, in turn, because he is so easy, the mother tends to become still more strict. The gulf widens, each parent unconsciously moving farther in the opposite direction. In the meantime, these parents have annoyed each other, and their child has been exposed to the unhappy complication, by which his spirit and morale are shaken.

Any of us who are willing to face facts can easily discover some instances of the sort in our home relationships. These oppos-

ing tendencies seem to grow up unawares, except where parents frequently take counsel with each other, analyze themselves in relation to their children and honestly attempt to adjust such difficulties.

Let us consider more concretely how disastrous for the child it is when his parents disagree in his presence on matters which affect his conduct. A certain father, who was one of eleven children, vows that he will never give his children bodily pain because his father had whipped him, his brother and his sisters, very cruelly. His wife believes that his children, two and three years of age, would profit by a few spankings until they have grasped the meaning of "No." She has even employed such a means of discipline in the father's absences. When he returns home in the evening he does not attempt to control his children, for they won't "mind" him. The frail and sickly mother has to be responsible for the conduct of these children all the time, in addition to her many other duties. If she resorts to force he walks away, interferes by verbal disapproval, or actually commands her "not to touch the child." She says that the children are always worst in the presence of the father.

Another mother set out with a strong resolve to teach her baby of one year to sleep until six o'clock each morning. The child had been waking at five o'clock, when he always cried until he was fed. When the mother launched her efforts at correction she let the lad cry until the father, speaking loud enough for him to hear, begged her "to take the poor little fellow up and feed him." As a result every morning this child commands his mother to feed him at five o'clock and the father sees that she obeys. Isn't it too bad that such a mother cannot have police protection so that she may be allowed to train her baby into habits which would mean many added hours of sleep for him, and also many hours of needed rest for her? Literally weeks of family sleep are sacrificed by this parental discord.

A fact we often overlook is this: when a child thinks the decision of one parent is not approved by the other, it is very diffi-

cult to adapt himself to the decision. He may play the martyr, seeking sympathy. If, on the other hand, the child believes that his parents agree and stand as one, he is likely to accept their most severe but fair pronouncements without question or emotional resistance. It is remarkable how practical a child can become when there is no doubt, when there is no appeal from one parent to another. How quickly will a child adjust himself to the inevitable! He may have more affection and higher esteem for the parent who appears to be the more severe.

Human frailties are very subtle. Some big hearts can stoop to very little things, and do them unawares. A parent may, in a most insidious manner, do things which smack of treachery, dragging in his child as a party to his perfidy. "We won't say anything to Mother about that"; "Don't mind when she scolds." "Dad does not mean to be tight. He just does not understand. I have some money which I shall give you, but never say a word to him." "Just don't pay any attention to Father when he talks so crossly. You know he acts that way."

A certain father, who seemed rather wise, had warned his nine-year-old boy not to be late again for dinner. When the boy offended a second evening without a good excuse, he was allowed a supper of only bread and water—plenty of bread, lots of water. After the father went to bed the mother called the boy to the kitchen and fed him all the good things she could get.

Well-meaning grandparents will do all sorts of underhanded things with little children, giving them forbidden luxuries, forbidden sweets, forbidden money. Frequently grandparents will, in the presence of the child, beg the parent not to punish the "precious little dear," or to "let him have it," after he has cried for some object which had been withheld from him. These same grandparents later, when the child is six years old, or ten, will blame the parents before him for not bringing him up as they ought. Many a father will condemn the mother in the presence of the child, on account of that child's disobedience or bad

behavior, putting all the blame on her, or a father will be scolded in like manner by a mother. How humiliating to a parent to be thus disciplined before his child!

The greatest harm from parental discord comes, no doubt, when parents actually engage in quarrels over matters which concern the children. But parents need not quarrel, or even disagree, in order to impair the child's morale. Mute lips sometimes speak very loud; eyes and face and head and hands are often very eloquent. Indeed, without these signs, the child, while very young, may learn to what extent his parents work in harmony, merely by the way they meet the many little matters always coming up.

There is one type of instances in which one parent ought to interrupt the other, in matters which pertain to discipline. Suppose a child is commanded to do something, or is denied some privilege, which clearly is in conflict with an earlier announced decision by the other parent, which decision had not been known to the second parent. Suppose, for instance, I observe my child of six writing with his mother's fountain pen, and at once I order him to put the pen away. Right then the mother, hearing me, wisely explains that she had given the child permission to use her pen. In that event, I apologize at once to the child for my ignorance, and withdraw my order.

We have seen in this discussion, that two parents, because they are different personalities, with different experiences and points of view, are likely to disagree in respect to the guidance of their child, and that they betray such disagreement, for the most part, unconsciously.

In these respects we all are problem-parents. In order to improve ourselves we shall take account of certain principles and methods of procedure.

Assuming that there is just one legitimate purpose in marriage, let the man and woman who are considering matrimony talk over very frankly a few fundamental things concerning children, long before they take the public pledge of mutual fidelity. If, then, either decides he does not want "to play" in accordance with the regula-

tions which the other one insists upon, the game could be called off with little or no damage. But after marriage, particularly after the first child arrives, an attitude of "I won't play" involves tremendous sufferings and heartaches.

As soon as the married couple know a baby is coming let them frequently sit down together to talk over some definite things they are going to strive for in the child as soon as he is born, the specific habits which are to be developed or prevented. These expectant parents together will work out a definite attitude toward approvals and disapprovals, rewards and punishments. They will read and study together books on the way infants act and on how to cultivate good health habits and good emotional control in them. They will have at heart the happiness and welfare of their coming baby. They will work for such results together, with as little pain, and with as great pleasure to the child as possible. Common sense will teach them that the baby learns right habits most easily if there are no conflicts and no exceptions. What the child must do for one parent he should always do for the other; what is forbidden by one parent should always be forbidden by the other. No child of any age who must act in a certain way for Dad and in a different way for Mother, can develop a good character.

Let the parent with the loftier standards persuade the other one to rise to them. Coercion won't succeed. It's all a matter of good salesmanship. The writer frequently has heard, in an interview, one parent say of the other parent in a family, "If only I could make my husband believe that!" or, "If my wife only realized the meaning of this simple principle!" In reply to such remarks by parents one can only say, "Don't try to *force* your husband to believe in any thing." "Don't attempt to *force* your wife to accept your point of view. Use moral suasion."

But suppose your efforts at persuasion fail? Even then do not admit defeat; keep on trying. Sometimes you get the best results by keeping quiet. If you believe in principles and methods of control of con-

duct in your children, in which your marital companion does not believe, you will be most persuasive if you can demonstrate that these things work. Avoid the attitude, "I told you so."

Frontal attacks are unsuccessful, as a rule. To the mothers of my class who frankly ask, "How can I bring my husband to this point of view" I say: "Be patient. Never let him think you think you have superior light. Very subtly lead him to good practices in dealing with the child. Then call his attention to the way he has succeeded."

So also treat the other adults of your family and your neighbors; don't make them feel they need more light and guidance in the rearing of their children. Muffle your enthusiasm over your successes. Play up in the other adults some little things in which they have done well. Then show them how the principle involved is "developed further in this book" or, "in this class" or, "in this group-discussion." After all, those of us who will be able to convince others that child psychology has something in it which will help them make their children happier and more lovable, must demonstrate in our own homes that it will work.

Wise parents, then, will frequently together take stock of the child's habits and behavior, be it new-born baby, child of six, or youth of sixteen. They will enumerate the things he should do which he is not doing, the things that he is now doing which he should not do. No matter how widely they disagree behind the scenes, they will agree upon definite things to work for, and upon specific ways and means of accomplishing results. By such frequent conferences and checks, the parents will reduce their differences more and more, but no matter how conscientiously and diligently they may strive to pull together, some will still remain. All we can hope to do is to keep on striving to improve ourselves and to be better parents. As our children witness in us honest efforts toward a mutual understanding and cooperation, their esteem for us will grow, and the family comradeship and family affection will become more genuine and more powerful.



Child care is taught by actual contact with little children.

Home-Making in the School Curriculum

BY ANNA E. RICHARDSON

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"THE family is the unit of American life and the home is the sanctuary of moral inspiration and of American spirit. The true conception of America is not a country of 110,000,000 people but a nation of 23,000,000 families living in 23,000,000 homes. I pledge my services to those homes."

This statement by President Hoover reaffirms the significance of the homes of our nation and indicates the importance of fitting youth to assume adequately the responsibilities of family life.

Homemaking is an occupation recognized as of great national concern on account of the numbers employed, time, effort and money expended in the enterprise. It is foremost because of the social significance of its product—happy, healthy, useful boys and girls, men and women. In spite of these facts we still permit the majority of our homemakers to enter this occupation with little or no organized training for their

work. The public schools quite early recognized their responsibility for offering instruction in household skills in the grades and high schools but this was of necessity limited in scope, and only within the past twelve years, since the passage of the Federal Vocational Education Act, has a far-reaching state and federal homemaking educational program been inaugurated. The recent passage of the George-Reed Bill carrying with it an appropriation for vocational education in homemaking will do much to encourage the public schools to further strengthen their programs.

Why should we expect the public schools to provide education for homemaking which includes training in the wise use of money and the other resources at the command of the home; skills necessary to carry on household tasks; child care and family relationships which fit youth to assume the duties of marriage and parenthood? First, because the public schools are the important, direct

avenues of approach to the homes. No amount of research and investigation will affect the conditions in the homes of the great mass of our people, until the schools interpret the contributions of specialists into language which the average home represented by the boys and girls of the public school can understand. Second, we are nationally pledged to a program of education which assists our people both to live a better life and to earn a better living and we believe that the home is either for good or evil the most important factor in the environment of our youth. Third, as homemaking is an occupation of such vital concern to the nation, it seems wiser to offer opportunity for training at the time the majority can be reached. This is during the period of compulsory school attendance. Large numbers of girls and boys drop out of school at fourteen and the majority of them marry and have children. For knowledge of child rearing and other essentials of homemaking most of them must rely upon their meager general education, and the "pick up" education which they get through scanty reading and a few limited contacts. Although the homemaking demands of boys are different from those of girls there are important aspects which they too should be taught.

The public schools have seen the importance of including homemaking in the school curriculum and are attempting to educate for this many-sided occupation both in adult courses offered to homemakers and in home economics classes in day and part-time schools.

Space does not permit of a review of the content of these courses but some of the newer aspects of the work should be briefly discussed.

The demands of homemaking today have shifted from those of the home of a generation or two ago. That was largely a self-sustaining institution whose major activities were concerned with the production of goods to meet the immediate needs of the family. With the change which enables the home to secure much of its goods and services from organized agencies outside has come more emphasis on the man-

agement of the income so that the family's needs may still adequately be provided for.

The food courses are stressing choice and selection which insure adequate diets, suitable in amount and in nutritive requirements to meet the needs of each member of the family. Clothing courses spend much less time on construction and far more on selection and care of garments adapted to the wearer in color and design and appropriate to the purposes for which they are to be used. Modern life is demanding a different kind of a house and good courses are now considering the essential requirements in housing and equipment which will provide hygienic shelter, reduce unnecessary steps and effort, permit of privacy for the members of the group and at the same time allow for the satisfaction of personal taste in the decorations and furnishings.

With increasing community activities the family members spend less time together and they seek much of their recreation and diversion away from home. This situation demands of the homemaker wisdom in planning, so that family resources are wisely used for playtime, and so that those experiences which give refreshment and strength to body and spirit, and which family life alone is able to furnish will not be sacrificed.

A recognition of the importance of the environment in shaping the early years of childhood has brought an insistence that parents shall be taught the essentials of child care and management. Education is needed so that they may be able to apply in the home the fundamental rules of health in regard to food, rest, sleep, exercise and elimination; that they may understand the important aspects of child behavior, how children learn and how personality is developed so that they may wisely direct the early experiences of the child. We no longer believe in parental instinct and yet we are just beginning to provide an adequate substitute in the shape of training for parental intelligence.

A recent survey reports courses in child care offered as a part of the home economics public school program in 46 states. Ten re-

port classes for part-time students and 26 states offer classes for adults.

Contacts with little children are an important part of most of the courses and teachers are showing unusual initiative in gaining the cooperation of community child-caring agencies in providing experience for their students. Nursery schools are giving this chance to a few part-time and high school girls and to at least one elementary school group. The girls both enjoy and profit from the privilege of observing children under the guidance and supervision of experts.

There are still those who think that homemaking education in the public schools should be limited to under-privileged and over-aged girls, contending that the subject matter does not challenge the intelligent high school girl. This is to see homemaking purely in terms of housekeeping activities and to regard the household skills, cooking, sewing and cleaning, as end in themselves rather than as means to the achievement of the larger purposes of family life. In attempting to determine for what groups of pupils this instruction shall be offered in the public schools, we are faced with the difficulty of making the selec-

tion of those who would profit most. Statistics show that 80-90 per cent of all youth marry. As there is no method which can be successfully used to select the 80-90 per cent, it seems important that all should have at least the minimum essentials of training.

The homemaking program which will be effective in reaching girls and boys in the public schools cannot be handled by one school department alone; it demands the united effort of the principal, the school staff and the parents at home. Home economics has led in organizing its subject matter and its school and home projects so as to develop understanding of home problems and an ability to intelligently meet them. There are other school departments that have contributions to make and the social, physical and biological sciences, as well as the arts, must be encouraged to do more in adapting their subject matter to the solution of problems of family life.

Progress is being made in providing a national program of homemaking education. It is finding its deserved place in the public school curriculum and is steadily gaining recognition and appreciative support from large numbers of parents of public school girls and boys.



In some schools boys as well as girls learn the arts of homemaking. This demonstration was included in Minneapolis Better Homes Campaign.



The Book Shelf

BY WINNIFRED KING RUGG

"INDIVIDUALITY IN EDUCATION," by Joseph A. Leighton. New York: D. Appleton Co. \$2.
"Home," by Kathleen Norris. New York; E. P. Dutton & Co. \$1.

"Her Son," by Margaret Fuller. New York: William Morrow & Co. \$2.50.

One of the ablest presentations of the needs of the individual child in the educational system is that offered by Joseph A. Leighton, professor of Philosophy in Ohio State University. Dr. Leighton calls his book *Individuality in Education*, a democratic philosophy of education. He unites the doctrines of those who say that the aim of education ought to be to fit the child to be a useful member of society, and those who would center it on the development of the child for his own sake. Dr. Leighton says both are right; education ought to have a double and simultaneous action. "The true aim of education, in all its forms, is to aid the growing individual to become a self-directing, thoughtful, socially-minded individual." The better the individual, the better the society in which he takes a part.

Dr. Leighton has three theses: first, that the purpose of education in a democracy is to nurture complete individuals in cooperation with other individuals, that is, "socialized individuality"; second, that the prime requisite for accomplishing this is better teaching; third, that education demands a bigger investment in money and brains. Of special interest is what he has to say about the teaching personnel and his plea for teachers who are highly cultivated and dynamic. "They cannot be all this unless a high social valuation be placed on their work—unless a status second to none be given them, with social and spiritual freedom, exemption from political control, and larger salaries.

A complete and careful reading of the whole of this book will enlarge one's conception of the function of our educational system. The style of writing is vigorous and direct, but by no flight of fancy can it be called "light reading."

* * *

Kathleen Norris has always stood for the old-fashioned home, flowing with love, light, fun, food, and children. In *Home* she discusses the present-day attitude toward the homes of our childhood. She thinks that we have everything in the world—except Homes. We have everything to put into a house, and everything to tempt us away from our houses, such as movies and automobiles. Her book amounts to an arraignment of the modern woman, who is doing everything except establish a home, according to Mrs. Norris. "Very few of us have the wisdom to see the beauty of true home life or the courage to

establish and develop it." That may not mean us; it probably doesn't, but almost any mother will get some tonic out of what Mrs. Norris has to say.

* * *

In a novel called *Her Son* Margaret Fuller has described an experiment in child-training. The result of Laura Wolcott's method was one that most mothers might covet; her son, according to the story, became President. In that respect the book suggests Fannie Hurst's *A President Is Born*, but the pedagogy involved is quite different. Laura's way was to insist first upon her son's exact, instantaneous obedience; after that, to make him stand on his own feet. The educational value of the book lies as much in the discussions that it will evoke as in the actual principles laid down. Whenever two mothers who have read the book get together, there are inevitably two opinions about it—if not more.

Over and beyond its pedagogic interest is the charm of its delineation of New England life thirty or forty years ago.

* * *

Mrs. Mary S. Mahoney of the Parent-Teacher Association of Glendale, Arizona, has written for a list of books for mothers, for a small library that the association is starting in a farming district.

In case there are other associations doing a similar useful work, I will repeat here the list that I sent to Mrs. Mahoney:

Bruce, H. Addington: "Your Growing Child." New York: Funk and Wagnalls. \$2.64.

Drury, Samuel S.: "Fathers and Sons." Garden City, N. Y.: Doubleday, Doran. \$1.50.

Gibson, Jessie: "On Being a Girl." New York: Macmillan. \$2.

Groves, Ernest L. and Gladys H.: "Parents and Children." Philadelphia: Lippincott. \$2.

Gruenberg, Sidonie M.: "Your Child Today and Tomorrow." Philadelphia: Lippincott. \$2.50.

Mason, Martha S., ed.: "Parents and Teachers." Boston: Ginn & Co. \$2.

Moore, Annie Carroll: "Cross-Roads to Childhood. Garden City, N. Y.: Doubleday, Doran. \$2.

O'Shea, M. V., ed.: "The Child: His Nature and His Needs. Children's Foundation, Valparaiso, Ind. \$1.

Richardson, Frank H.: "The Nervous Child and His Parents." New York: G. P. Putnam's Sons. \$2.50.

Scham, Max and Greta: "The Tired Child." Lippincott. \$2.

Thom, Douglas A.: "Everyday Problems of the Everyday Child." New York: Appleton. \$2.50.

Van Waters, Miriam: "Parents on Probation." New York: New Republic. \$1.

What Health Means to Family Life

BY HUGH S. CUMMING, Surgeon General, U. S. Public Health Service and ARTHUR STIMSON, Assistant Surgeon General

BEFORE we can discuss very clearly the relations between two things it is essential that we know pretty accurately what the two things are. I am asked to write an article on the meaning of health to family life, so it would seem essential to tell at the outset what conception I have of these two entities. Both of them are complex and variable, and one of them is difficult to define. As health is my own specialty it is the easier for me. Health, I define as that state of body and mind which makes for the greatest enjoyment of life combined with the greatest contribution to it. Hence, I would not consider a person who had never had a sick day in his life, and in whom a medical examination failed to reveal any physical defects, a healthy person, unless that person both enjoyed living and made some useful contribution to the lives of others. On the other hand, these sunny invalids whom we sometimes, but rarely, see, who always appear to be happy and to spend their lives in useful activities, cannot, of course, be called healthy when we see their poor bodies and know of the sufferings they endure. Granted that this definition is ideal, and that judged by it there are not so many really healthy persons in the world, isn't that after all the goal we are striving for, a world of happy and useful people who are that way because they have sound minds in sound bodies?

Now when it comes to family life, I am not sure that I know what the general understanding of that phrase may be. There are so many kinds of families. Perhaps old-fashioned people are inclined to visualize family life as something like that depicted

"It must be remembered that each member of the family sooner or later carries his equipment of health, good or bad, into the outer world."

in Burns' "The Cotter's Saturday Night." This presents a peaceful and impressive scene and one which may well

deserve the national and racial importance which the poet gives it:

"From scenes like this Old Scotia's grandeur springs,
That makes her loved at home, revered abroad."

I am happy to believe that there are in present day America a great many families comparable to this one, families in which there is a real family life, modified of course by the demands of a vastly different environment, but still essentially similar. Such families are bound together by strong emotional ties, their members depend on each other for something which they do not get elsewhere than at home. The younger



Periodic physical examinations are advisable for every individual. Health work going on during Better Homes Week at Kohler, Wisconsin.

members profit by the experience of their elders, who in turn are benefited by the vivacity and fresh outlook of the youngsters.

But there are other kinds of families, and many of them. There is the ultra-modern family in which we find that on the average evening, the time par excellence for family life, Father has gone to the club, Mother is out at a bridge party, Brother is attending a fraternity function, Sister has gone to a dance, and Nurse is at home ostensibly taking care of Baby. Then there are the many tenement families where perhaps in the evening the tired laborer dozes over his newspaper, while the equally tired mother finishes up the washing or ironing, and the children amuse themselves as best they can in the steaming atmosphere, while the noise of traffic in the street below beats in unceasingly at the windows.

FAMILY life is difficult to define or to form a composite picture of, but of one thing we may be sure, that if all the members of any family are healthy, their other problems will be vastly simplified. Health brings with it not only the ability to make the best of any environment, but also the means of changing that environment for the better. Considering only the pecuniary means, which loom so prominently and probably disproportionately in our present day thinking, it is apparent at once that healthy people are in a better position to secure the wherewithal for better living, and having got it, to put it to good use. This aspect need not detain us; there are many subtler but not less important considerations which should be taken up.

I believe that family life, even in its imperfect forms, still plays an important and wholesome role in civilization, and that the nation or race which may by group action either actively discourage it or fail adequately to encourage it, will do so at its peril. The question is how to utilize this factor in the general betterment to best advantage, and it must be acknowledged that from the health standpoint a complete answer has not been forthcoming, although promising progress has been made.

Specialists in public and personal health

will, I believe, be among the first to admit the incompleteness of their present knowledge. There are still many diseases and conditions which stand in the way of the acquisition and maintenance of ideal health, with which these specialists must regretfully confess their inability to cope successfully or at least completely.

On the other hand, these same specialists will stoutly, and I believe reasonably, maintain that if such knowledge as they have acquired by long study and the test of experience, could actually be put into practice by the people, the general state of health would be enormously improved. How to reach the family, how, having reached it, to convince it, and how, having convinced it, to persuade it to live up to its convictions—these are the besetting problems.

The difficulties appear to center in certain peculiarities of human nature which can be expected to change only very slowly. There are signs, however, that these changes have begun, and we are encouraged to expect them to move with increasing velocity. One of the peculiarities referred to is the fact that people do not ordinarily show any concern for their health until they actually get sick. The healthy man can think of no topic less interesting than health, or its converse, disease. It is only when he or his family or friends fall sick, that he exclaims "Why didn't I know about this in time? Why didn't somebody tell me? What are our health organizations for, anyway?" And yet health organizations are constantly striving by every means which their imaginations can suggest and their resources afford, to tell that man how valuable health is to him, what menaces it is subject to, and how they can best be avoided according to our present knowledge.

IT is probable that the best approach to the family in health teaching is through the schools. But for best results the teachers themselves must be taught, and this is now I fear our weakest point. Fortunately, the Parent-Teacher Associations are establishing new links between the schools and the homes, and health is one of the questions which forces itself very emphatically on the

attention of these organizations, thus stimulating the families to interest themselves in health questions not only in the school, but by natural extension, in the homes.

Health, like most other human problems, is dependent upon the two factors of heredity and environment. There are perhaps few among us who are born with ideal health heritage. This may seem an affront to our pride and self-complacency, but surely it is the most reasonable course to recognize an unpleasant truth as early as possible and take such measures as may be taken to offset the handicap. In respect of our heredity I fear that we do not compare favorably with the wild animals. Among them, however, the slightest inefficiency is soon weeded out by the hazards of their existence. The rabbit with weak legs or the weasel with bad teeth would hardly survive long enough to produce progeny. We, however, have developed so many artificial safeguards that it is possible for a person with handicaps which would be fatal among the lower animals, not only to survive in human society, but to be fairly happy and useful therein.

A FAMILY should in all reason consider what kind of a family it is from an hereditary standpoint. If the forebears have mostly lived to be eighty odd, and have had no tendency to develop any of the diseases which are recognized as having at least some hereditary implications, that family can turn most of its attention in health matters to accommodation to a changed and changing environment. But if the family history is not so good, if certain weaknesses have turned up with suggestive frequency among its members, it is the part of wis-



Baby Clinic during 1928 Better Homes Week at Kohler, Wisconsin.

plications of this principle is the choice of occupation. One does not choose an animal of racing ancestry when looking for a good draught horse, nor vice versa. And yet ambitious parents frequently visualize futures for their children which would be quite as certain of unhappy results. This is often done with the laudable but mistaken purpose of strengthening a faculty which is recognized as being somewhat weak. The cases in which such heroic measures succeed must be few by comparison with the many tragic failures. It is more reasonable to prepare for future occupations in which the stresses are of such nature that they fall upon those faculties in the individual which are naturally strong rather than those which are comparatively feeble.

The occurrence of illness or invalidism in even one member of a family throws the whole group out of joint. To be sure it may be the cause of exciting and developing those qualities of unselfishness and self-sacrifice among the other members which in reasonable moderation are desirable. But these admirable qualities are susceptible of over-development into a vice, which unfavorably affects both its possessors and the object upon whom it operates. Moreover, after a certain stage is reached there comes a breaking point when the sense of self-preservation can stand it no longer and despair or neglect supervenes.

dom to take this into account. I would not counsel an attitude of constant apprehension or of fear lest these particular weaknesses should appear in the present generation, but rather a courageous and intelligent taking of precautions which would tend to offset the effect of those weaknesses in case they should develop. One of the most pertinent ap-

Some of this invalidism is unavoidable by any means at present known, but a vast amount of it can be prevented if the responsible members of the family are only awake to the hazard and take timely and intelligent action.

It is a fact that a large proportion of children who come to school for the first time bring with them physical and mental defects which could have been corrected, and which act as serious handicaps from the first moment of their school careers. Defective eyesight and hearing, neglected teeth and bad tonsils, some forms of malnutrition, heart disease and faulty postures, are common examples of physical defects which the school physician discovers for the first time. On the mental side the conditions are perhaps worse, but being more subtle in their nature, are less easily recognized and defined. They manifest themselves in a great variety of abnormalities of behavior which reveal clearly enough that the family has not performed its function as a training place for those who are to form the next generation in the game of life.

I do not like to sound this pessimistic note, but I believe that the first step in the correction of evils is their courageous recognition—bringing them out into the

light where they can be seen, measured and analyzed. There are, moreover, many hopeful signs of the times. The problem of bringing together those who do know something about health and the means of encouraging its improvement, and those who must learn what is known if conditions are to improve, is gradually being solved.

Public health agencies are finding new approaches to the families which make up this nation, and are doing it most wisely when they adopt a genuine policy of cooperation and helpfulness.

It must be remembered that each member of the family sooner or later carries his equipment of health, good or bad, into the outer world. The question of ethics here arises, whether it is right for a family to neglect health considerations, to allow defects to arise when they could have been prevented, or to persist when they could have been corrected, and then to force their ill-cared-for progeny upon society and request it to patch them up, and give them an education and a living. This may seem a very crude and harsh statement of the case, but every primary grade teacher and school physician throughout the land, every employer, and recruiting officer, also, will fully understand this side of the question.

The Child's Part in the Home

BY LILLIAN V. GILBRETH

Consulting Engineer in Management;

Author, "The Home-maker and Her Job," "Living with Our Children," Etc.

THE happy child is not only a vital part of the home but knows that he is not only a motive for its existence but actually must take part in making it just the satisfying place that it should be. Often he does not realize that from his very first day he not only gets *from* the family and the home, but gives *to* it, in entertainment, in drawing the group closer together,

"The child's schedule must be adapted to his needs and not simply fit into the schedule of his elders."

"One must think the home jobs through carefully in order to see that the appropriate ones are assigned to the children of the family."

and is a source of pride as well as pleasure.

The sooner he takes over little tasks of his own, the quicker he realizes what an essential person he is. The crawling baby, whose father drew the outline of his bedroom slippers on the closet floor and taught her to get them for him and put them away, had not only joyous activity but also a feeling that she was

actually needed. The small boy who runs races with Dad as to who can dress fastest in the morning is not only a competitor but a pace maker.

Of course one must think the home jobs through carefully in order to see that the appropriate ones are assigned to the children of the family. They must have, not the heavier or the uninteresting jobs but the ones demanding enough to keep them physically and mentally alert, yet not so demanding as to subject growing bodies and uncontrolled emotions to undue strain. The surest way to insure this is for parents and children to work together. There is not only the joy of group activity, the give and take that comes with working at the same job, but also a chance to check up on the work and its effects without turning oneself into an inspector and the child into a self-conscious little pest.

It is not only what work is to be done and who is to do it that we must consider, but also where and when and how it is to be done. The child needs his own work place, appropriate in every way. He needs tools which are his own, working equipment, the right size and shape and weight, carefully selected and well adapted to his special needs. The average adult never realizes that the child lives most of his time in a world completely out of scale. He is like a Lilliputian in a land of Gullivers. This is beautifully illustrated in Helen Hartness Flanders' poem "Looking Out of Jimmy," where the small boy and his relation and attitudes toward the furnishings of the house, the automobile and the other things made for adult use are illuminatingly portrayed.

Fortunately in these days, we are increasingly able to get not only appropriate furniture for children's rooms but tools and equipment which make it possible for them to work with us in the garden and in the house at many of the homely household tasks. Gradually play clothes and work clothes will also become appropriate as

well as attractive and we shall have a little worker with the right surroundings, equipment and tools at a properly set up work place.

The child's schedule must also be adapted to his needs and not simply fitted into the schedule of his elders. This is not as difficult a job as it sounds, for if the most appropriate and healthful schedule for each member of the family is blocked out, the results are compared and necessary modifications made to form a satisfactory family schedule, it will be found that much of the modification of the parents' schedule means for them also, better health with no great sacrifice. With a hearty midday meal and earlier bed hour and rising hour, with more frequent rest periods and ample leisure, the average parent will profit, and the joy of the children when we swing into their schedule and the joy of all of us when we learn to play and work together more than pays for some habit readjustment.

As to how the child is to do his work. He must have such freedom to develop methods as his temperament demands, but with supervision in getting right habits in the use of tools, in planning work efficiently and in completing what he has once started. He must learn that habits, like machines, are fine servants but poor masters, and must come finally to feel joy, not only in the result of his work but in the actual doing of it.

For just as the home exists to give the most satisfaction to everyone who lives in it, grown person and child alike, so the part that he plays in it, the contribution that he makes through his own work, must be a real satisfaction to the child. He will come to love the home because it is his. It belongs to him because he has responsibilities and makes contributions and he will love the people in it, not only as relatives and friends, but as co-workers and co-contributors to the finest, most interesting project that he knows.

EDITOR'S NOTE: At the Annual Convention of the National Congress of Parents and Teachers in Washington, D. C., Mrs. Gilbreth will make an important address on "Engineering the Home."

Program—Thirty-Third Annual Convention, Washington, D. C.

of the

National Congress of Parents and Teachers

GENERAL TOPIC:—"Education for Worthy Home Membership."

Saturday, May 4, 1929

Registration of Delegates, Hotel Washington; Inspection of exhibits; Conference for National Bureau Managers, Department Directors, and Committee Chairmen; Meeting National Executive Committee, and National Board of Managers, Hotel Washington.

Sunday, May 5, 1929

Dinner for State Presidents and Past State Presidents, Hotel Washington; Vesper Service, Arlington Amphitheatre—Dr. Randall J. Condon, presiding, Address—The Right Rev. James E. Freeman, Bishop of Washington Diocese, Washington, D. C.; Placing wreath on Unknown Soldier's Grave; Tea at home of Mrs. Sanders for voting delegates.

Monday, May 6, 1929

Hall of Nations, Hotel Washington; Open Session—Invocation; Reports of convention committees: Credentials, Rules, Program, Resolutions; Address: "Education for Worthy Home Membership," Mrs. S. M. N. Marrs, National President; Delegates' Conference: Topic: "Programs for Parent-Teacher Associations," led by Mrs. Frederick Hosmer, Manager National Bureau of Program Service; State Presidents' Conference—Mrs. J. K. Pettengill, Chairman; State Presidents' Luncheon as guests of the District of Columbia Congress; Section meetings; Preschool Associations; Highschool Associations; College Associations; Hall of Nations, Hotel Washington—Founders Dinner in honor of the founders of the Congress. Charter members of the National Congress of Mothers, who attended the organization meeting will be honor guests; Greetings from guests of honor; Address: Hon. William John Cooper, U. S. Commissioner of Education; Reception to the National Board and honor guests.

Tuesday, May 7, 1929

Classes: Parliamentary Procedure; Parent-Teacher Courses; Rural Life; Publicity. Open business session—Hall of Nations, Hotel Washington—Invocation; Reports of Officers: Secretaries, Treasurer, Historian, Vice-Presidents, President; Community Singing; Reports of Committees at Large and Special committees: Child Welfare Company, Endowment Fund, Budget, Extension Among Colored People, Founders Day, Parent-Teacher Associations in Churches; Humane Education Luncheon—Hall of Nations, Hotel Washington—Address: "Come

into the Garden," Mrs. Helen Field Fischer; Round-Table Conferences: Public Welfare, Education, Home Service; Open Session—Hall of Nations, Hotel Washington—Marine Band Concert; Music; Address: "Engineering the Home," Mrs. Lillian Gilbreth, Consulting Engineer; Recreation Hour—Leader, Mr. J. W. Faust, Chairman Recreation.

Wednesday, May 8, 1929

Classes; Open business session—Hall of Nations, Hotel Washington—Invocation; Reports of Bureau Managers: Education Extension, Publicity, Program Service, Parent Education, Publications, Rural Life; Community Singing; Reports of Executive Secretary, Extension Secretary, Field Secretary; Round-Table Conference: Publications—Joy Elmer Morgan, Manager Bureau of Publications, Miss Frances S. Hays, Extension Secretary; Rural Life Luncheon; Pilgrimage to Mount Vernon, Tree Planting; Hall of Nations, Hotel Washington; Music—Marine Band Concert; Address: Dr. Jesse H. Newlon, Director Lincoln School, Columbia University, New York.

Thursday, May 9, 1929

Classes; Open meeting—Hall of Nations, Hotel Washington—Invocation; Health Conference; Summer Round-Up Luncheon; Child Welfare Magazine Dinner; Open Session—Hall of Nations, Hotel Washington—Illustrated Lecture: Washington, the Nation's Capital, Col. U. S. Grant III, Supt. of Buildings and Grounds, War Department; Music; Address; Recreation Hour, Mr. J. W. Faust, Chairman Recreation.

Friday, May 10, 1929

Classes; Open Session—Hall of Nations, Hotel Washington—Invocation; Parent Education Conference: Problems of Modern Youth, Dr. Ernest R. Groves, Prof. of Sociology, University of North Carolina; Round-Table Conferences: City Councils; State Bulletins; Summer Round-Up; Thrift Luncheon; Business Session—Reports and Recommendations from Conferences; Report of Resolutions Committee; Special Reports; New Business; Publicity Dinner; Open Session; Music, High School Orchestra; Address.

Saturday, May 11, 1929

Meeting of the National Board of Managers; Meeting of the National Executive Committee.



The Puppet Show in the Garden.

The Joyous Use of Home Leisure

BY IVAH E. DEERING



NOTE.—This is the seventh paper in the program on The Wise Use of Leisure. See page 31, CHILD WELFARE, for September.—J. W. FAUST, National Chairman of Recreation.

A SNOWY winter day on a street of many children. Long rows of close-set tenements. Slow climbing of endless stairs, prodded by a strong sense of duty. A thumping noise and sound of many feet. Shrill squeals which startle, then laughter and again a thump, thump, thumping. No answer to repeated knocks. Exasperated turning of the knob and the door swings open. Peppers, strings of them, steam, cramped quarters, little food, but laughter, children's joyous screams and a beaming, perspiring mother; while about the tiny room flies a basket-ball of rags. The fun at its height. The door is closed softly and the social worker, with shoulders straighter and eyes brighter, strides out into the dingy snow.

What an answer to the recurrent question "Is it worth while?" For if there in that sordid, hopeless tenement, surrounded by the bitterest poverty and fear, one family of mother and children could still play together with light hearts, surely the desire to play is strong enough and important enough to do big and fine things for homes everywhere.

To play together—to play, not because we *should*, but because we dare to admit that we *want* to play—what an opportunity for understanding and growth on the part of both parents and children!

Those children who go outside the home

because of the natural desire to be where "something is doing" will be as happy to stay in it when parents realize the possibilities of home. It will need to be reinterpreted to meet the present time,—revitalized, it may be. We parents are the victims of our age, just as is youth. We have grown careless. But we are awakening.

The home is the natural center of play. Play is the natural source of education for the child. It is his business. When once we fully grasp this point, we will begin to glimpse the breadth and depth and scope of our parenthood and it will become a real profession, with a field as broad as life and as full of satisfaction. Parents are realizing the need of training for their profession and of continuous "keeping up" with the best knowledge. When play begins to take its proper place in their educational outlook, then will the leisure at home become the most fruitful time for all the family, and the problem of recreation for the community will be well on the way to a solution.

But just as the community needs leaders for its leisure time activities, so also does the home—leaders who know the significance of the play instinct and can build upon it, guiding, suggesting, interpreting, to the end that the family becomes a unit.

Much has been said of equipment. Full diagrams and explanations of uses can be

secured from the National Chairman of Recreation. Hundreds of suggested home games may also be secured from that source.

It is well to play, but the irritated retort of the tired parent "Oh, for goodness' sake, get out of my way. Go and play," is now sure evidence of lack of preparation for this side of his business. When the parent learns to give wholehearted interest and participation, he begins to gain this understanding.

I believe the most important thing for us to grasp first is that nothing can be super-imposed upon a child. As Professor Zanzig said in his admirable article on *Music and Leisure*, "The chief source of all delight is in ourselves."

The little rich boy, with a room full of mechanical toys and no development of his inner resources is poor indeed. Happier the son of the street sweeper who gives his child a block of wood and a cheap jack-knife and shows him how to carve.

This leisure at home is not a thing of wealth nor time, but of attitudes. "The world is so full of a number of things"—says the poet; but unless the children and the "things" are brought into intelligent contact—it will be difficult for them to "be as happy as kings." Appreciation of beauty may be natural, but its understanding and expression is a matter of environment and training, direct or indirect.

So I would speak particularly of those forms of play which come from the inner self, and would plead for the fullest use on the part of the parent, of all those "Handmaids of Leisure" about which articles have been appearing all year in CHILD WELFARE.

We may be untrained artistically, but repressed though we be, we can learn to express to our child our love of the beautiful, in words if not in painting, and we can see that, whenever possible, he comes naturally in contact with the best in art,—not descriptions of it, but the original itself and the person who conceived it. We may give him the opportunity in many different lines to try out the expression of his inner



A Home-made Playground.

self, not always with the purpose of finding a genius—let that be ever secondary. Is not the real purpose the finding of an abundant, rich and radiant life?

I like to think of my child's mind as a storehouse for which we offer him from the day of his birth, experiences, contacts, pictures, knowledge, sights, scenes, sounds. Nothing is lost. This storehouse contains his wealth, that which he is to use all his life long, out of which to build a radiant soul. Almost all of these bits of gold or dross come from his play time. Can we then treat this time carelessly?

That adult who, in a crisis, finds his safety in writing poetry,—was he not familiar in his home or elsewhere with the best poets? Reading is one of the great sources of wealth for the child's storehouse. If we see that he has the best, suited to his enjoyment, we may be sure of giving to him resources untold for the leisure time of his later years. And we need the courage to experiment. *Hiawatha* may be an adolescent or ten-year poem, but many a child of five will be heard at his play repeating line after line of the lovely, rhythmic thoughts. Just so the finest old nursery rhymes appeal to the child in many a woman of thirty, whether she dares to admit it or no.

In this group also comes the motion picture, whose possibilities have been presented in CHILD WELFARE. Little is lost. If he sees something that is painful or distasteful, he merely shuts it tight into his subconscious

mind and we say serenely, "It passes right over his head." Don't let us be too glib about that. Perhaps later we may find the destructive or the constructive power of a picture apparently forgotten. The moving picture may also be one of the finest educational forces we have, bringing far off places and events so close as to become at once a part of his experience.

But the movie cannot compete for a moment with the drama in which the child himself participates. I am sure of this, from experience with both. Perhaps the child of today does not desire mother's old clothes, but given a bit of tinsel, some cheesecloth and much patience and understanding and encouragement, the dramatic instinct so strong in every child will bring joy and satisfaction unequalled by any "thriller." A child is a being of action. When we understand this, we will give him his real chance, and his life will be too full and rich for abnormal or unwholesome interests to creep in. This does not mean that the child who sees three movies a week will stop at once and do a "Puss in Boots" play. Overdoses act as drugs, and the drug habit must be broken slowly if the addict is to regain a healthy condition of body.

Another form of drama is the puppet show, combining in leisure time modelling, carpentry, sewing and play-acting. This simplest of activities opens the greatest avenue for family participation. We have spent many happy evenings at the different stages of puppet making. A puppet night "at home" is a source of intense enjoyment.

A woman of sixty-three, whose children were grown, began to utilize the clay which abounded on her farm, and in her leisure time fashioned lovely pottery, plaques and sculptured figurines. She says it is her fun in leisure hours.

Painting has done the same for many, but who at sixty will dare to paint a picture, even for his own eyes, with no training, no experience in his youth? A few tubes of oil, a brush, a canvas or oilcloth, some water colors, crayolas and much wrapping paper at hand against the urgent desire, followed by the quiet appreciation of Mother and Father, and the child will grow in expres-

sion. His standards develop as he sees beauty and art and tries out his own hand. Later, at twelve or so, he may demand some greater knowledge of line and color. To prepare the ground for success by his own standards and to encourage—this is our part in his development through art.

Music and poetry are closely akin. Of them may I say that the music from within is the real music to the child and will grow as all tissues grow, by use. The child's rhythm is his own, not ours. Many times his simplicity and depth of meaning is far superior to that which we give him by radio or phonograph or mechanical piano. If he hears good music from birth, if he has at the proper age, not too young, intelligent guidance—he will continue to grow in richness of joy through the music and poetry of others and even more through his own expression by this medium.

And while considering the Arts, let us add another, the demand for which comes early in the life of both sexes. What mother who prepares her own family meals has not had Mary and John beg—not for a square inch of dough to pat and render unrecognizable, but for permission to *make* cookies. The child who lives in an atmosphere of enjoyment and respect toward all activities of the home will complete the making of the cookies, (if the mother has courage to face the flour-strewn floor) in exactly the same attitude she adopts toward music or painting. If she waits till she is twelve, it becomes a task. At five and six and always afterward, if continued, cooking is an *art*. But again, the mother must not *do* it, but direct and insure success until confidence is secured, then leave the child alone for the entire process.

Other methods of using the home leisure with joy are many. Every child should have a pet, for the pleasure it gives as well as for the training in care and kindness.

Hobbies—from collections of beetles to building a boat—may include all of the activities of a home, but they will be ever individual and deserving of respect. They may demand instruction but most of all, they demand space, freedom, understanding and absence of *ridicule*.

Through all creative activities, the human being finds himself, and so they are ever deserving of our best appreciation and study, because through them we find what is contained in the child's storehouse and can add and enrich as we see the need. Whatever he makes, that which expresses himself, he constructs with the tools which we who choose and direct his environment, give him. Nothing else has he to work with.

Our whole problem in the use of the leisure time of the home becomes, then, a study of the resources of ourselves, of the child and of the community, that we may fill his storehouse full of treasure of a richness of living with which he can make of all his life a radiant joy.

SUGGESTED MATERIAL

HOME PLAY—50 cents—Playground and Recreation Association of America, 315 4th Ave., New York City.

A PHILOSOPHY OF PLAY—Luther Gulick, Charles Scribner's Sons.

THE THREAT OF LEISURE—George Barton Cutten, University Press.

CREATIVE EXPRESSION THROUGH MUSIC—35 cents—The Progressive Education Association, 10 Jackson Place, Washington, D. C.

The Playground and Recreation Association has published usable pamphlets on almost every phase of Recreation, including diagrams for equipment. Attention is called to the brief pamphlet by Col. Theodore Roosevelt—"Leisure and the Home."

SUGGESTED PROGRAM

- I. One good get-together song.
- II. Business Session.

III. (a) A digest of the article on Home Leisure (15 min.) by a convincing speaker, or a reading of it.

— or —

- (b) A talk on one phase of Home Leisure by an expert.

— or —

- (c) A talk on Creative Play.

(In most larger towns some teacher in either private or public schools can be found who can present this fascinating subject in an interesting manner.)

IV. (a) A Puppet Play simple enough to use in (10 min.) any home.

— or —

- (b) Demonstration of some other form of Creative Play at home.

— or —

- (c) Music by a home orchestra.

V. Ten minute discussion period under a leader—tabulating new suggestions —limiting each to two minutes.

VI. Participation by the group in one form (15 min.) of Home Play.

Suggestions

- | | |
|---|--|
| A. A Charade. | E. Singing. |
| B. Game adapted to family, lead by a child. | F. Fireside continued story. |
| C. Cooperative Jingle.
[Given in turn line by line.] | [Started by leader and taken up rapidly by members present.] |
| D. Folk Dance. | |
| VII. Refreshments, created and served by children. (Cookies, muffins, cake or some other one article.) | |



The Cast of the Play Included Mothers and Children.



Community Spirit Was Demonstrated by Individuals and Organizations in Remodeling the Albemarle County, Va., Rest Room in a Better Homes Demonstration.

Home Life On the Farm

BY E. L. KIRKPATRICK

In charge of Research in Rural Sociology, University of Wisconsin

RECENTLY a research worker in a leading university planned to conduct a study of the standard of living among families of a selected farming locality. In the preparation of a survey schedule as guide to the study and as a means of recording the information to be obtained he was advised by one of the authorities in charge to confer with specialists on the faculty as to the questions which should be asked of the farm family.

Response from the different specialists seemed sufficiently interesting and vital for inclusion in the preliminary schedule. Among them were: "Learn whether the diet is adequate," from the nutrition expert;

"Not all the satisfaction or values of farm life come out of the pay envelope."

"There are countless opportunities for service which will contribute to the spiritual side of home life on the farm and in the farming community."

"See if the house is modern and well-planned," from the home manager; "Ask if they have a piano or a Victrola or a radio," from the musician; "Note the kind of pictures in

the home," from the teacher of art; "Ascertain the length of the workday," from the economist; and, "Find out if the family eats in the kitchen," from the philosopher.

On the basis of these various responses, the worker prepared a tentative schedule and proceeded to visit several of the most typical farm families in the selected locality to give it a trial. At the close of his interview with each family he asked for suggestions in regard to the schedule and on the study generally. The second farm woman visited, in

the presence of her husband and four robust, happy, and apparently well-behaved children, offered the following comment:

"You have mentioned and we have talked about nearly all of the things farmers should have in their living. A well-built house set in attractive surroundings and fitted with modern equipment and furnishings is important. A good table suited to the needs and tastes of the different ones in the family is almost a necessity. Schooling and church attendance are needed, and meetings of some kind. Reading and music are worth while. But you have nothing in your study about home life—on the farm or in the community. I don't know how to say just what I mean but I guess it must be the spirit of living. Whatever it is, some families and some communities get much more out of the things they have than others do."

This comment is especially significant at the present time, in view of the attention which is being given to the farmer's standard of living. Many advocates of a higher standard of living for farmers assume that all the satisfaction or values of life are obtained from an abundance of material things, the possession of which depends solely on the money income. This is not the case, however. Several studies show that not all the satisfaction or values of farm life come out of the "pay envelope."

RESULTS OF STUDIES

Ten thousand families who "left city life and went out to the farm to work and live" were studied recently by C. J. Galpin, of the U. S. Department of Agriculture. Over three-fourths, 7,700 of the 10,000 farmers, had been farmers before and 1,000 more of them had been born and reared on farms. 31 per cent of the 8,700 who had had farm experience stated that they had found the city an unsatisfactory place in which to live and to bring up children and they had gone back to the farm "for the health of the family and better all around living conditions."

In addition to the 31 per cent who had gone back to the farm for better health of the family and better living conditions, 23 per cent had "tired of city work and city life" and had "come to long for the farm." Also, 16 per cent found city work too hard and uncertain and 12 per cent liked the farm because they "were independent there."¹

In another recent study carried on by the questionnaire method, information was obtained from 6,000 farm boys and girls ten to twenty years of age, throughout the United States.² To the surprise of many who cooperated in the study, 95 per cent of the boys and girls stated that they liked to live on the farm and in the farming community. Over half of the boys gave farming as their choice of occupation as a means of making a living.

A third recent study, conducted by the survey method, of 150 farm families in two townships of South Dakota showed nine out of ten of each, men, women, and older boys and girls who were consulted, to be satisfied with farm life. Three out of four of the farmers, if starting over again, would farm, and nine out of ten wanted their sons to farm.³

Tentative results of a fourth study are of interest. Almost 60 per cent of approximately 1,000 persons comprising 285 farm families visited in connection with a study of rural organizations in Wisconsin stated that they are satisfied with farm life and expect always to live on the farm.⁴

The results of these and similar studies do much to dispel the cloud of pessimism thrown around home life on the farm through recent novels of the "Main Street" type including *R. F. D. No. 3*, *Wild Geese*, and *Country People*. Aside from the question of whether these portrayals are "literature" there is little doubt but that they present overdrawn pictures of the barrenness and sordidness of home life on the farm and in country communities in general. Novels of this type imply an extreme dearth of lasting satisfactions from home and community life in the open country. Experience

¹ Radio address. Mimeographed report. U. S. Bureau Agricultural Economics, Washington, D. C.

² Attitudes and Problems of Farm Youth. Extension Service Circular 46, U. S. Dept. of Agriculture, 1927.

³ "What Farmers Think of Farming." Bulletin 223, South Dakota Agricultural Experiment Station.

⁴ Study of Rural Organizations, in progress. Rural Life Section, Department of Agricultural Economics, University of Wisconsin.

of the writer as a field worker in farming communities suggests that generally a high type of home life exists on the farm and that wholesome satisfactions and values are still to be obtained from life in country communities. These are not to be had without income, nor are they dependent on income solely, as ordinarily they are assumed to be. The two things are rightfully regarded as parts of the same process and one should accompany the other.

SUGGESTIONS FOR IMPROVEMENT

Limited space does not permit a discussion of the income side of farm life. Instead, suggestions will be given for improvement in present situations, regardless of financial returns from farming or other sources. While increased money returns are always desirable, ordinarily there are ways of increasing the spiritual values of home and community life on the income which is available.

Generally, increased spiritual values accrue from activities which tend to lessen the gap between age and youth, the contention between local organizations and clubs, the opposition between town and country interests, and the conflict between old and new ways of doing things, activities which encourage understanding, appreciation, co-operation and harmony within the home and the community.

Leaders of national, state and local groups should be concerned with the promotion of activities of this type through their own or other organizations in the various communities.

Some of the things which have been done are worthy of note. While the experiences cited are not all drawn from rural communities they are suggestive of forward steps which may be taken in practically any community.

In a semi-rural community several years ago all the residents pooled their energies for a spring "clean-up." Men, boys and girls cooperated in cleaning trash from roadsides, alleys, and vacant lots, while women arranged for and prepared a supper for all at the close of the afternoon's work. Although ten truck loads of trash had been

removed, boys and girls, chiefly of scout age, were "going strong" at supper time. They had no desire to rest or to be quiet until the day's activities were over. Not realizing this, those in charge of the supper arranged to serve it in the school house where "it could be done orderly." So the boys and girls were compelled to stand in line around the room while women "waitresses" carried the food from the kitchen, and passed it down the line for each to take his or her portion.

It was weeks after the event before one of the leaders surmised the reason for failure in the spirit of the occasion. "None of the boys and girls who did most of the work seemed to get any kick out of it after it was over. I wonder if this was due to their not getting a real picnic supper which they could help cook and serve, at least to the extent of each providing for himself or some one else, out in the open." The next year's program was ended according to his suggestion and the spirit of the day lasted throughout the following year.

In another community, girls of a scout troupe were desirous of serving a public supper at the school house, their local meeting place. Unfortunately, their mothers felt that they must have help, which help the girls interpreted as "letting the mothers do it." A teacher with whom the girls were discussing their problem suggested that they break the ice by serving a luncheon for their mothers. Under her direction the luncheon was served, and it was done so nicely that the spirit of cooperation, understanding and friendliness still exists after almost three years.

In a certain farming neighborhood parents of boys and girls of upper-grade and high school age became alarmed about the influence of the public dances on the home life of the community. Some objected to dancing altogether, while others objected to public dances. All had talked about the situation, but no one had been able to suggest any way out of it.

Finally, a mother of four of the boys and girls concerned hit upon a scheme. She assisted the young people in the planning of a series of parties, with the selection and

adaptation of games suitable for the home as an objective. The parties were held at the different homes. Boys and girls, singly and in groups, chose and took charge of the games and activities. All became interested in an effort to have the best party. Parents were participants. Eventually the group became too large for the homes. The program of activities went from home to a church building and finally to the hall in which formerly the undesirable public dances had been held.

Recently a rural Parent-Teacher Association became interested in the promotion of an examination of the school children for possible defects in sight. They had insufficient funds for carrying out their plans and the question soon arose as to why the local community club with sufficient funds available should not handle the matter. Also "the home-maker's club could contribute some thing. They ought to be concerned in the matter."

Presently a mother of four children in school proposed that the three local clubs cooperate in an all-inclusive health examination of all the children in school, as well as those not in school for whom it was desired. A competent doctor was engaged to make the examinations and to give instructions or suggestions on the best procedure for health improvement and maintenance.

Most of his suggestions were carried out and a wonderfully fine spirit of cooperation soon prevailed in the community.

Home talent plays are one means of developing spiritual values in the farm home and rural community. During the past winter over 1,200 farm people representing country communities of nineteen counties, participated in the rural dramatic home talent tournaments in Wisconsin. The groups represented community clubs, home-maker's clubs, parent-teacher associations, and the like. The learning and presentation of a play furnished a wholesome incentive and provided many spiritual satisfactions in each of the participating communities.

SUMMARY

There are countless opportunities for service which will contribute to the spiritual side of home life on the farm and in the farming community. Intelligent and devoted leadership can do much to discover these opportunities. In our present-day "stresses" on *things*, which are essential to living, it behooves most of us to be concerned that mere possession does not stifle the spirit of life. Things—equipment, goods, facilities and services—constitute the means to an end rather than the end or objective sought in home life everywhere, on the farm, in the village, or in the city.



Rest Room After Reconditioning by County Women. Unfortunately the Photograph Does Not Show the Artistic Color Combinations and the Excellent Finish.

Opportunity Night

BY F. ZETA YOUNMANS

Associate Chairman, Committee on Juvenile Protection

Editor's Note.—This is the second paper in the series presented by the National Chairman of Juvenile Protection.

THE KID BROTHER was the picture recently shown on a Saturday afternoon when children by the hundreds had been attracted to one of Chicago's new movie palaces by the advertisement of a Kiddies' Barrel of Fun. Every child who entered the theatre was given a large chocolate cream bar and a lottery ticket. Each child knew that the ticket gave him a possible chance to go on the stage at the close of the performance, thrust his hand into a huge covered barrel and carry away whatever prize he might grasp. Excitement ran high, for wonderful prizes had been hinted at, more numerous and much finer than those at the rival theatre, two blocks away.

And there was Harold Lloyd in a "funny." *The Kid Brother* shows the youngest brother in a family of five, snubbed and downtrodden by his father and three older brothers. The terrific events that establish the youngster as a peer of his burly relatives run like the horrors of a nightmare. The Kid Brother attempts to recover trust-money stolen from his father. The criminal and he are alone on a stranded wreck. Superhuman struggles have taken place. The money is in the hands of the hero when the criminal, intent on committing murder to regain it, creeps up behind the boy. The Kid Brother does not see or hear the killer. The hideous figure creeps nearer and nearer. All possible chance of escape seems gone. The suspense is unbearable. As one, the children respond to the nightmare of the picture as they would to an actual nightmare. The tense quiet of the theatre is ripped by prolonged and piercing screams.

There are three hundred and ten public schools in Chicago and three hundred and fifty theatres. With every means in their power, including brazen defiance of law,

great moving picture theatre corporations are stimulating the attendance of children at unfit and illegal performances. Is the school or the movie going to be the more potent educational influence on the lives of Chicago children? It is a question that increasingly agitates the teachers and parents of this as of other American cities.

Like other commercial enterprises, theatrical entertainment has become highly competitive. The building of the great new motion picture houses has resolved itself into a careful calculation not only of present population to be entertained but of possible future population. At every important point of traffic intersection, even where the development has just begun, great new motion picture palaces have been built or are being built. In the meantime, there still exist the small neighborhood theatres which are driven into unequal and often losing competition with their magnificent rivals. To make this over-abundance of theatres pay, seating capacity for thousands upon thousands of people must be used over and over again, every day of the week. In this vast scheme for entertaining the public, children have acquired a double commercial value: on the stage as entertainers and in the seats as audience.

Among the special "matinees" and "nights" devoted wholly to the entertainment of children, the most popular at present are those known as the Barrel of Fun and Opportunity or Discovery Night.

Community protest against children's contests is not easy to arouse, for adults as well as children are attracted by the child performers. So, under whatever name the contests may be advertised, the result is the same. On Contest or Opportunity or Discovery Night the theatre is crowded and

the audience is about equally divided between adults and children.

Inside the theatre the picture comes to a happy end, the orchestra, or piano, or organ, closes its popular accompaniment with a flourish, the silver screen is rolled away and as the curtains part a short, stout, smug-looking gentleman makes his appearance amid a general bustle and whispering among the children who fill the front of the house. Before he has called a coy and somewhat husky, "Hello, children! Here I am," the contestants have begun to make their way down the dark aisles and up the stairs leading from orchestra to stage. Across the stage they file, a long line of children ready to compete for the cash prizes that the contest director is conspicuously counting from one hand to the other in crisp new one-dollar bills.

"Four dollars first prize, three dollars second prize, two dollars third prize, and one dollar for each of the others." Abe announces "let's go!" And at his signal, the first child comes forward with a piece of much worn music in her hand and whispers her act and musical requirements to Abe. The music is handed to the pianist in the orchestra. The music starts and the first child is on her way to success or failure at the judgment of the audience.

She is a dark little child of five, now an old hand at contests and used to hilarious popularity. She is dressed in a huge gold picture-hat, a scant black and gold ballet skirt, scanty trunks and a gold ribbon or two to keep her baby body from complete exposure. She begins by crouching down close to the footlights, stretching out her baby arms and singing in a hard, strained, but telling voice:

Gimme a little kiss, will ya, huh?
What are ya gonna miss, will ya, huh?
Gosh! O Gee! Why do you refuse?
I can't see what you've got to lose;
Aw, gimme a little squeeze, will ya, huh?
Why do you wanna make me blue?
I wouldn't say a word if I were askin' for the
world,
But what's a little kiss between a feller and his
girl?
Aw, gimme a little kiss, will ya, huh?
And I'll give it right back to you.

She sings the whole song with suggestive

gestures and winks that set the audience into roars of laughter. When she has finished singing she begins an acrobatic dance, well interspersed with shimmying and shaking of her tiny body. She is a born performer. She has learned so well how to take her applause and how to play up any particular trick to catch applause that she might be twenty-five instead of five years old. The audience greets her skill with shouts and applause. The long performance continues.

But there are high lights. A little girl, probably eight years old, has been restlessly standing first on one foot, then on the other. She holds around her shoulders a shrouding cape. Suddenly Abe signals her. She lets her cape slip to the floor, creating an obvious sensation in the audience. The children gasp with envious admiration. What little she has on is bright red silk, trimmed half in gold and half in silver. There is a slender gold cord around her throat which holds up the waist of her costume. It begins in a point at the neck in front and spreads out to her waist in an inverted V-shaped affair that just covers her childish bosom. Her back is nude to the waist. Her trunks are the briefest possible. Her arms and legs are bare. She wears scarlet slippers. Her hair is bleached to an unnatural yellow. She is powdered and rouged out of all semblance to childhood. She asks for the song, *My Baby Knows How*, and there is not a suggestive line in the song that does not receive its due gesture or wink or grimace. As she sings the chorus she addresses the line, "My baby, my baby knows how!" to Abe, the director, changing the wording to, "My baby *that* baby knows how!"

Who knows how to say I love you,
How to make 'm jealous of you?
My baby, my baby knows how!
Who has taught me what real bliss is,
Who knows how to feed me kisses,
My baby, my baby knows how!

Abe receives the overture with appropriate asides to the audience, expressing pleasure and anticipation. The audience is enthusiastic at the close of the song. Then the little burlesque performer breaks into a dance. It is Black Bottom. The dainty white limps are straddled and bowed, her body lends itself skillfully to the ugly rhythms

of the dance and with the sudden introduction of muscle vibration of her whole trunk, she brings down the house in a roar of laughter and applause. She is a huge success. She will undoubtedly win first prize.

But Joey is in the line. Joey is a great favorite. He cannot be over six. He is dressed in long, wide black trousers and a white satin shirt like a professional man dancer. He is a whirlwind. Back and forth across the stage he flashes in stunt after stunt. He does them all. Handsprings, back somersaults, Russian dance, the split, but everything he does has some little original turn to it that makes it particularly Joey's.

There are other performers. There is a little girl dressed in a blue serge school dress with white underskirt and panties—the most unsophisticated looking child on the stage. Some one has taught her a vampire dance. She does it crudely, but in the middle of her dance, clutches her stomach with both hands and goes through some utterly indecent shimmying. The audience has been bored by her performance at first. It is not bored now. It explodes into laughter in which the voices of men predominate.

Among the contestants is a little girl who dances a clog dance with great skill. The audience appreciates her work. There is a boy who sings a delightful song in a clear, well-trained voice. The audience likes his singing and begins a generous round of applause, but Abe cuts in, taps the boy on the shoulder and sends him back to line with only a part of the appreciation that was his due. Abe holds the money for the first prize in his hand over the head of each child in turn and says, "Now, let's go!" The audience applauds for its favorites and slowly the children are selected for first, second and third prizes. The little bleached burlesque dancer received first prize, Joey second, Baby Eleanor third, and the clever little clog dancer took her single dollar with all of the other unsuccessful children. Then Abe announces that the second contest will take place at 9.30 and that all of the children who competed at the first performance will be eligible for the second.

There may be ten other theatres on the same night giving Juvenile Contests or Dis-

covery Nights. Tomorrow night and on through the week there will be others, and these same children, and many more, will travel night after night about the city to compete for the cash prizes. They perform at least twice a night. Their last performance is seldom over before 10.30 and they may have to travel the length of the city before they can go to bed. The next day, if over six, they must get up in time for school.

Although these children's contests attract adults as well as children, the latter attend the first performances of the evening in unusually large numbers. Sometimes in the smaller theatres, the audience will be three-fourths children, most of them under fourteen years of age. As a fitting accompaniment to the sophisticated performances given by the children themselves, the picture that happens to be running for the week is shown. That it is wholly unfitted for children makes no difference. So the youngsters are enlightened by such pictures as *The Marriage Whirl*, *Altars of Desire*, *God Gave Me Twenty Cents*, *Flaming Passion*, *Sin Cargo*, *The Temptress*, and *When London Sleeps*. In a review of the last named picture, a popular Chicago newspaper expressed regret that *Rin Tin Tin*, whom the children love, should have been cast in a picture too frightful for children to see. Yet this very picture was shown on a contest night with five hundred children in the audience; many of them were literally hysterical before that inexcusable film came to an end. One has only to sit observant of the reactions of these child audiences to refute the statement that the unfit pictures of adult crime and delinquency go over the heads of children.

Commercial interest has seized upon childhood as a source of financial gain in these exploited child performers and these child audiences. In both instances, every accepted standard of education and training is thrown to the winds. If dancing teachers and theatre managers had the good of the children at heart, they would confess to parents of child performers that the exhausting dances and the straining of young voices to fill the theatre are much more

likely to destroy talent than to prepare the children for future "stardom." In place of simple living, wholesome play, well-chosen stories, reasonable hours of going to bed, the movies give the children sophistication, emotional stimulation, false ideals of living, nervous excitement and late hours, together with initiation into adult indulgences of crime and passion.

So far there has been little scientific check made on the results to children of such unnatural stimulation. Teachers from every part of Chicago have testified that it is impossible to secure the attention of children who have been to the movies the night before. So clear-cut has this evidence become that a campaign of education for mothers has been carried on throughout the city with the slogans, "No Movies on School Nights,"

"No Movies Unless you Know the Picture," "No Movies without an Adult." This is the most successful plan that has so far been found to oppose the allurement that the theatres broadcast by advertisement, by handbills and by screen announcements to attract children.

The motion picture industry has the power of great wealth to produce programs that would entertain and at the same time raise standards of living instead of debasing them. They have actually brought to multitudes of people the gorgeousness, the luxury, the sensuous appeal of beauty, the pageantry, that used to be within the reach only of kings and nobles. Yet what they are doing under the spur of bigger profits is destructive of one of the priceless things in the world, the quickening spirit of childhood.

Social Life

BY EDWIN T. PRICE

The National Chairman of the Social Standards Committee has secured for publication in the CHILD WELFARE MAGAZINE, a series of discussions concerning the various phases of her committee work, all of which are written by well-known educators, each prominent in his own sectional community, though far removed from one another. It is hoped that the several articles may furnish program material for Parent-Teacher Groups, and may provide helps of practical usefulness. Mr. Edwin T. Price, Director of the Correspondence Course of Parent Education of the California Congress of Parents and Teachers has made the first contribution in this article which he has taken from the *Business of Living*, a supplement to the parent training course, "How to Study Your Child."

THE task of lifting out of a child's life a block or a cross section of his behavior and calling it social behavior, and trying to treat it and develop it as such is very difficult. Social behavior is so much inter-related with other behavior patterns, spiritual behavior, etc., that one cannot deal with it without taking these others into consideration. One is almost lost to know where and how to begin without taking into consideration other kinds of behavior at the same time. Strictly social ideals and attitudes and habits of conduct must be studied in a child, observed, analyzed, diagnosed, and treated as such, but this must be done in conjunction with the study of the whole child. That is a big job. It requires a comprehensive understanding, and I am inclined to believe that we cannot

do much with any short cut methods.

A good pack makes a good wolf, and a good wolf makes a good pack, says Kipling.

Here we are engaged in this business of living. Whatever makes for success is good for business; whatever defeats it is bad for the business. Lions and tigers and thieves and kidnappers and parasites don't make good company. They are bad for our business. We detest them.

The Abraham Lincolns, the Henry Fords, the Edisons; all good, honest, industrious, thrifty, sociable, accomodating neighbors are good for our business. We like them. We are better off in their company. We have learned from experience that it pays to like them.

The individual wolf considers himself better off in a good pack. If they all hang

together the chances for protection and prosperity are better. From the standpoint of the pack, that wolf is a good wolf which makes the best contribution to the group as a whole. The thief and the liar and the loafer are social liabilities. It is to our own interest to make others prosperous and good.

Life to a human would scarcely be worth the effort without the association of other people. Think how much we get from the people all about us—nearly everything that life holds dear—our minds, our dispositions, our protection, almost all our chances for growth and development and achievement. Take stock of what we are to our associates. Not so easy until we know what happens to a person who grows up from childhood without the companionship of people. Note this example:

In 1799 a boy was discovered in the woods of Aveyron, a province of southern France, who had grown to the age of about ten or twelve without the association of any human beings. He had lived on bark and roots and fruits and nuts. His mind was a perfect blank except for a few simple responses he could make to the physical stimuli about him. His eyes were utterly lacking in expression and wandered aimlessly from object to object. His ear was insensible both to loud sounds and to music. The sense of smell was so undeveloped that he was equally indifferent to perfume and foul odors. The organ of touch was only capable of the mechanical functioning of grasping.

The intellectual faculties were in no better shape. Apart from the objects of physical need, he was totally unable to pay attention to anything, and consequently was devoid of memory, judgment and the aptitude for imitation. He could not open the door or get up on a chair to reach for food that had been put out of his reach. He had no means of communicating with his fellows. He paused abruptly and without intelligible motive changed from an apathetic melancholy to immoderate bursts of laughter.

This boy's faculties were all benumbed from the lack of exercise through contact

with other minds. The scientists who studied the lad found the process of mental reconstruction extremely difficult. His mind had been dwarfed from lack of stimulating contacts with other minds. He was not a social lad; neither moral nor immoral, (just non-moral); he had no spiritual qualities. What a life! How much did that poor fellow live?

Human nature itself is largely a product of society. Our dispositions, our disciplined habits and our free impulses are affected by association with people. Minds are made through contacts with other minds.

Spiritual qualities too are largely determined by the quality of the people about us. It is to our advantage to see that the people about us are worth something.

Social life means getting on with people. It means finding one's place among men as leader, follower, or co-worker. It means standing ready to help the under-dog, being generous, big-hearted, sympathetic. It means doing the thing that contributes to the group—life functioning socially.

Individuality need not be wholly sacrificed in the service of the group. A person must build his own world, develop his own personality, in conforming to the group. The outstanding people of a community are those who do just that thing. We call them "unique characters." "There is only one Mrs. So-and-so," we say. "Nobody else like her." And yet she is a leader. She is liked. She is socially efficient—loyal to the core. She is not an anarchist; she is a conformist. Everybody should develop social individuality.

Social behavior, social attitudes and ideals of conduct toward others are a part of one's life, a part of the business of living. The end of it all, the goal, the purpose, the objective is growth and development, and achievement in serving the group. That's the best way to build individuality, and one cannot build it without society. The better the group, the better the chance for the individual. And there is no end to it. Social life is to arrive in serving the group—social growth and development and achievement.



This Old Farmhouse of Westwood, Mass., Erected Before 1700 Was Demonstrated During Better Homes Week for Its Effective Remodeling and Attractive Planting.

THE trend of the American family is toward the suburbs; at least the family with children shows this tendency. Is the search for air, sunshine, space for play or privacy? Very likely all these are major considerations, but in the conscious mind of every suburbanite is the appealing idea of gardening. Interiors of houses can be nearly as pleasant in town as in the country; the outside makes the difference. Consequently, is it not logical that the suburban family capitalize this advantage and develop the exterior for the best use of all members?

"As all mental processes are accompanied by emotions, we aim to stimulate those which give pleasure. A housewife glances from the windows of her home perhaps a hundred times a day. Every glance is involuntarily accompanied by an emotion. Should the scenery be beautiful, each reaction will give pleasure, and when multiplied a hundred times, should influence favorably the disposition of the observer. On the contrary, if each glance is unpleasant, irritation results. As environment has so much to do with shaping our lives and dispositions, then neatness and beauty of our home grounds are elevating and moral."¹

Beautiful and pleasant surroundings have been proposed as a cure for juvenile

"A housewife glances from the windows of her home perhaps a hundred times a day. Should the scenery be beautiful, each reaction will give pleasure, and when multiplied a hundred times should influence favorably the disposition of the observer."

By MYRL E. BOTTOMLEY
Landscape Architect,
University of Cincinnati

sins, and, in fact, have been proven to be beneficial. But I do not believe that beauty alone is an infallible remedy. It must be accompanied by recreation or a useful occupation, to function with real efficiency. Our parks need attractions other than their beauty to best serve the public, while our backyards can well hold to the same ideal.

Play space is needed in every backyard where children are to be, and yet, apparatus for play does deface the appearance of things. This is not an argument against them, but rather an argument in favor of placing these play features so that they damage the backyard as little as possible.

If we are looking for a useful form of recreation to occupy at least a part of the outdoor time, an occupation that will be interesting, will instruct and to a great degree will improve the appearance of the home—then, I propose gardening; not vegetable growing necessarily, but flower growing for both adults and children.

The planting and care of trees, shrubs, and flowers will develop in the young an appreciation and respect for the beauties of nature that is no small part of the benefit. Nothing will give a child more interest in growing things than to care for or at least help to care for live plants.

Our daughter's beginning was the planting of one bulb in a jelly glass that she her-

¹ Design of Small Properties by M. E. Bottomley.

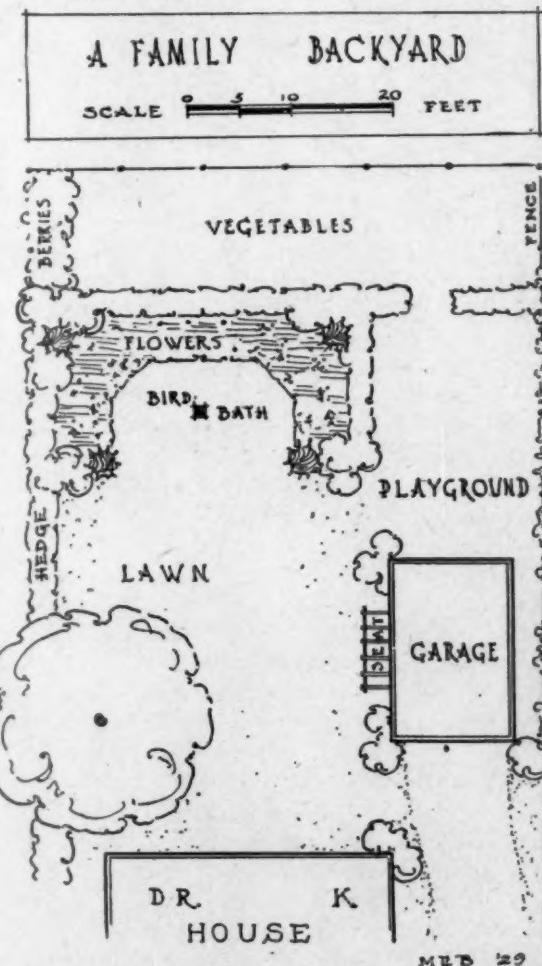
self had decorated. Never had she shown as much enthusiasm for flowers as she did for those that came like magic from the brown bulb. But a bulb planted in stones, a Begonia in an earthen pot on the window sill, or even a window box need not be the limitation of children who live in the suburbs or in small cities. Neither should they be encouraged to imitate the elaborate garden. Our object is to teach them responsibility, patience, and the love of outdoor beauty.

The true enjoyment of a garden depends so much upon the work and thought that is put into it that if children are to be taught to love a garden they must help make it. But we must not expect too much of children. Their efforts will tend to be spasmodic; they will tire quickly of any work—according to our standards, at least. Their memories are short and their interest is best fostered by quick results in whatever they do. For these reasons, I do not believe that young children must have a garden plot of their own in which they are required to do all of the work. To let them hold a tree while it is being planted is enough to brand that plant as "Dorothy's tree." They are so apt not to achieve results in their own plots. And for this very reason, I believe, it is best to start children in the care of flowering plants rather than of vegetables. Flowers illustrate to much better advantage the life history of growing things; they can be genuinely admired by visiting aunts; and they give the child a lasting thrill in that they are not eaten and forgotten. Perhaps even more educational will be the arrangement of flowers, the design and shape of beds, the color combination—the art of fine gardening, that will follow.

Each flower garden, each well-arranged backyard—each velvety lawn, will spread its influence over the community. Paint your house and it will not be long before the ladders will appear at your neighbor's. The circle widens. By beauti-

fying your own home, you not only provide a noble recreation for the children but give your quota to the attractiveness of an entire community. You become good citizens. Even the children will live up to a reputation for beauty that has been developed and fostered in their own home. "A well ordered home life" Herbert Hoover tells us, "requires of us not only that we have a good heart but that we use our minds and hands as well."

A sculptor has told me that he believes a great artist is a good craftsman first and an artist afterwards. Accordingly, might not our children, who most assuredly will not all be artists, at least learn something of the craftsmanship of gardening first, that they may gain from experience a finer appreciation afterward?





HOUSEHOLD TASKS NEED NOT BE BURDENsome.

Two Girl Scout "Home-Makers" in Girl Scout House Demonstrated During Better Homes Week, 1927, at Santa Barbara, Calif.

Practical Projects in Home Science

BY LITA BANE

Past President, American Home Economics Association

WHEN so many exciting and interesting experiences are competing with the home for the child's time and interest, it is something of a task to make sure that he has an opportunity to share household responsibilities and make his contribution to home and family life.

When we were largely a rural people light tasks were constantly at hand to be assigned to the children and there was no question of their worthwhileness. Today, however, with so much work being done by machinery, an increasingly large amount going out of the home altogether, smaller living quarters, fewer yards and gardens and fewer pets, the problem becomes complicated. Few children enjoy work which is merely planned to keep them busy and "out of mischief." Most children enjoy doing something that they can see is really useful.

Little children can be allowed to arrange the chair and the evening paper for the comfort and convenience of their father or mother. They can join in the family singing and be allowed in their turn, a choice of songs. Very early they can learn the

value of having growing things about. They can assist with the planting of the bulbs, and can water them. Small children sometimes develop a delightful sense of responsibility in caring for plants, or in feeding the goldfish or other household pets. They must be supervised, to be sure, but if they are allowed to feel that they have the major responsibility the task becomes theirs and in consequence, the pleasure in work well done.

Then there are the thousand and one pieces of work that must be done in a household. Often you hear mothers comment, "If, when she is older she is half as anxious to work as she is now she will be a wonder." The chances are, however, that if she is not allowed to do some things now she will lose interest and when she is older will look upon all housework as "mother's work" and consider that she is doing mother a favor if she helps with it.

One of the easiest ways to open up for children the satisfaction to be had from work is to allow them to sense that they have a share in the home, that they cause

work for other people and have in turn the privilege of helping with the work of the household, not in the capacity of "hands" to be given set tasks that someone else chooses for them, but with a right to make suggestions, express preferences and be assigned as nearly as possible to the things they want to do.

One little girl of three was "possessed," as her mother said, to clean the lavatory. Her mother protested, carried her out of the bath room again and again. Finally she decided that she might be able to train her to do it. So she provided a little box for the child to stand on, gave her the proper equipment and for many weeks the child has been having the fun of washing the basin. The mother has to wipe the floor after the task is finished, but she has found it a splendid way to keep the child amused and interested. Tasks must be light and require rather a short time if the child is not to tire of them.

As children grow older they can take more responsibility and carry on more complicated undertakings. Cooking offers a wide field for developing worthwhile projects. Just why some work is considered to be women's work and other work men's work it is difficult to say. Boys undoubtedly have an interest in good food and the capacity to learn to cook it but often the "sissy" prejudice must be overcome. Sometimes the situation can be adjusted by encouraging the boys to learn to do some special thing well. One boy always made the oyster soup, another prided himself on the mashed potatoes he prepared, another made sugared popcorn and his friends were so enthusiastic that he was soon showing them how to make it. Girls, too, usually prefer to do some special thing that they learn to do well. They would rather learn to *make* gravy than to be assigned away to the task of stirring it so it will not "lump," while mother does other things. One little girl of ten learned to make muffins because her father was particularly fond of them. He was much pleased with her efforts and thereafter it was Dorothy's responsibility to make muffins. Her mother feared for a time that they would be over-fed on muf-

fins but the first burst of enthusiasm soon passed and they were served less often; but each time Dorothy made them.

Other projects that half grown children have carried on with considerable pleasure and success are problems concerning the care of younger children where they are permitted to devise some of the methods for caring for and amusing the children, planning menus, making up marketing lists, keeping their own and the household accounts, simple care of clothing—both for themselves and other members of the family. One young girl contracted to press her brother's trousers and he paid her what he would have paid the cleaning establishment where he usually took them. She had some difficulty in the beginning in learning the proper technic to make them look well, but she mastered it and earned some money into the bargain. One young lad did the shoe shining for the family. The corner boot-blacker was pressed with questions in the beginning until the boy learned. He took great pride in doing it as well as the boot black could do.

We frequently hear it said that the family has fewer ties than in the old days, and it is undoubtedly true. Many functions once largely performed by the family such as education, protection, recreation, as well as the providing of food and clothing, have been taken over to a considerable extent by other agencies. There are, however, some interests that are distinctly family interests and around them can often be built simple projects for children. Family celebrations fall into this class. Mother's birthday! What an occasion for making plans! Not only must a gift be selected but a fitting celebration must be planned and carried out. Children can have a large part in it and the more of it the children do, the happier the mother. In the old days when drug stores allowed one cent each for old bottles if they were clean, two little girls, eight and ten years old, ransacked the house and all the outbuildings in search of old bottles. They used most of their play time for days during a particularly hot summer, washing the bottles, filling them with sand and corn and shaking them vigorously to

get them clean. All this for money to buy a particular cake plate for their mother's birthday. Finally the one hundred and fifty bottles were delivered, the cake plate was secured and the mother delighted of course. Never was a plate better cared for in the dish-washing process! During its twenty years of service it was always associated with a strong family feeling and was greatly missed when the fatal day came, the crack of some years' standing yielded to too vigorous dish wiping and the plate was no more.

Then there are the birthdays of other members of the family, the wedding anniversary, Christmas, Fourth of July, Thanksgiving and other holidays that may furnish suitable occasions for carefully planned and executed celebrations.

The family picnic! Who is not on hand ready to do his share in preparation! A wise mother makes use of the interest aroused by such occasions to teach children useful habits. And how readily they learn in this setting of fun!

Home projects, the best of them, grow up naturally out of the homely, everyday tasks, tasks made interesting and significant by the understanding and imagination of parents of insight and patience.

In a recent survey of junior high school students made by one of our senior girls it was found that most of the students were expected to do some things about the home; care for their own rooms, mow the lawns, take care of younger children, wash and wipe dishes, set the table, do simple ironing, run errands and do various other things. The valuable part of the report was not so much the list of things done but the attitude of the children which it revealed. They seemed to see that it was fair to expect them to share in the home work. Some of them did not receive their full allowance if they did not do the work assigned but that did not seem to worry them greatly. Most of them did their work rather irregularly and the consensus of opinion was that if they knew the work wouldn't be done unless they did it, they would see to it that it was done, but in most cases someone else would do it if they didn't and so

"why have it in your mind" as one boy remarked.

Anything that has in it the spirit of play is sure to appeal to children. Just where along the way we begin to classify some things as work and others as play, it is difficult to determine. Perhaps it is when we begin to set our minds firmly on the ends and seek the quickest and most efficient methods of reaching these ends, when we forget to wonder just how the vacuum sweeper is made, what electricity is anyway, whether a sweeper could be made that would not be so heavy and didn't make so much noise, what is likely to be the next improvement in sweepers, just how the dust gets up into the bag, when there is going to be enough dust so we can empty the bag, and all the other questions which seem to occur to children.

It might not be amiss to remark at this point that perhaps work would be more enjoyable for all of us if we loitered a bit more in our household tasks, extracting from them some of the surprise and adventure which children so often find in them if allowed to explore and experiment a little. Some of them might turn out to be fun and we might even find them shifted entirely from their "work" classification to be rightly classed as "play." And as a consequence we might find ourselves somewhat rested rather than "fagged out" when we have finished.

"Johnny, quit your fiddling and run that sweeper or we'll not get the house cleaned up by noon. And for pity's sake quit asking so many questions. I don't *know*, I tell you," is not conducive to the development of a worthwhile project in housekeeping, though it may speed up the cleaning process. The education of the child, and not the expert accomplishment of some task must be the object of worthwhile home projects. With this in view and a small amount of leisure at our disposal so that tasks may be prolonged if need be, the home can not only be a fascinating place in which to learn but as a kind of by-product we shall have a stronger family feeling, greater family unity and best of all a keener enjoyment of family life.

Early Training in Home Membership

BY DR. MANDEL SHERMAN

Director Child Research Center, Washington, D. C.

RECENT studies are confirming our belief in the importance of the first few years of a child's life in the formation of his personality. He begins at a very early age to develop definite characteristics. By the age of two marked differences are noticed in the personality of children; one is characterized by aggressiveness, another by shyness; one is forward and bold, another cries and seeks help when he is in difficulty. Because his intelligence is undeveloped he does not fully understand his reactions but responds without deliberation to most situations. He is likely to fail to understand the significance of many happenings in the home and the utmost care and tact must be used in his training.

Every dominant trait of a child's personality is influenced by training and in this respect the home plays an extremely important part. Personality traits are learned just as any habits are learned, and early training is important not only in influencing the child's immediate behavior but his future conduct also. By carefully planning the conditions which the child must face in the home and by tactful direction he can be developed to his fullest possibilities. For years specialists dealing with children's problems have turned nearly all of their attention to the children themselves, and it is only during the past few years that the home has been receiving the proper emphasis in the problems of childhood. A close analysis shows the astonishing fact that the home, in most cases, is adapted very little to the life of the child. The furniture, food, recreation, and conversation are all based upon the needs of the adult. Often the younger the child, the less is he a real member of the home. It is not surprising, therefore, that children of three

or four years often develop shyness or stubbornness as a result of thinking that they are essentially different from others.

Children as young as one or two years of age really possess a personality which is often over-looked by the adults, and which has a right to expression in daily activity. The old saying, "Children should be seen and not heard" still finds expression in many homes. It is essential that the child's personality be considered and that he be given a definite place in the home just as much as any adult. Examples of the way in which the average child of three or four is treated, as if he were merely a necessary part of the home rather than a live, growing human person, may be obtained on every hand. The father arriving home from work usually occupies most of the attention of the mother and of the other adult members of the household. The child is often relegated to the background, he is not allowed to express himself, his questions are ignored and he may even be considered a "nuisance." (Of course, we do have on the other hand many examples of overindulgence, which is also undesirable.) If we should analyze the conversation in most homes we would be surprised at the small part which is given the child. It usually concerns adults, and the child is allowed little expression.

Real membership in the home implies equal rights for everyone. Differences in age sometimes produce a situation which makes it impossible to allow every one an equal share. The child often asks to do the same things as the adult, especially in regard to food. Every child can be given some specific place in the home; just as adults call some part of the house and some special articles their own, so he should be allowed

material ownership. Wherever possible, a child over two years should either have a room of his own, or share one with his brother or sister nearest his own age. If this is impossible, some part of a room should be his, where he may keep his toys and clothing and know that this space belongs specifically to him.

A very simple procedure in regard to meals often helps to instill confidence in the child and assures him that he is a real member of the household. In many cases, where there is more than one child under six years, they should have a separate table, small enough to allow them to be comfortable, where they can eat without interruption from adults and without coaxing or threats. This helps to solve many food problems. By allowing them to have a separate table and by serving them with suitable food, many inequalities are obviated.

Responsibility can be shared very well by the preschool child. It is only our apprehension regarding his abilities that deters us from allowing him to do things for himself. Every parent should visit a good nursery school in order to see how much young children can do for themselves. In a well-ordered nursery school the children serve themselves during lunch, eat without coaxing or threats, take care of their clothing, put away their toys and get ready for their afternoon nap without much help from adults. Thus the child learns to rely upon his own abilities and to assume responsibility for his own actions. This not only increases his ability and stimulates his mentality but, in addition, develops a n independence which serves him well later on. Regular chores in the home can be done by a child as

young as three. Putting his toys away, keeping his room in order and taking care of his clothing should be part of the routine of every child. Developing a program of this kind may at first make a great deal of work for the mother but in time the reward will come in lessening the effort she spends on her children.

It is a difficult but not at all an impossible task to begin training the child early in life to become a real member of the home. If parents are interested in this problem they must be careful not to arouse antagonism or feelings of inferiority in their children. Ordering them about and "putting them in their place" are two ways in which antagonism is aroused with resulting disruption of pleasant relationships between children and adults. Punishment which is often a problem in the lives of many children is one of the greatest deterrents to the child's initiative and willingness to cooperate. It is only by tactful suggestion and by allowing children to understand that their presence and help in the home are appreciated that their energy, willingness and cooperation are gained. They then play their part in making the home a harmonious social institution in which their physical, intellectual and personality traits are utilized to the fullest extent. Thus they begin to

develop those personality characteristics which will be most useful to them in the future. By allowing a child to become a true member of the home, by giving him all the benefits of his surroundings, a great deal can be done, not only to overcome undesirable traits when they appear, but also to prevent their development.



A separate table and suitable food.

Music in the Home

BY ANNABEL MORRIS BUCHANAN

Chairman of Home Music, National Federation of Music Clubs

MUSIC in the home—what vast possibilities the subject opens up! Music as a character-builder . . . as a study for its own sake . . . as a delightful recreation . . . as an indispensable factor in family life. . . .

In this day of organization, of upset standards, of jazz and speed, we are bewildered at the difficulty of maintaining our old ideals of home life. With new and newer musical inventions on every side, we find ourselves in danger of growing superficial. The radio, the phonograph, the player-piano, all the modern devices for smoothing the road to music—these do not necessarily make musicians, any more than do our modern, systematized schools necessarily produce scholars, or our up-to-date, handsomely equipped churches performe build character.

Our present day accessories should be, and sometimes are, great assets in training; but oftener they foster the inclination to take our music, our general education and our religion ready-made—or not at all. Everything is too easy. The foundation for real scholarship, real art, or real character is laid in the home—perhaps generations back. Music, with its uplift, its relaxation from care, its development of alert mind, imagination and retentive memory, is one of the greatest factors in character-building.

A thoughtful musician remarked recently, "We need more breathing spells these days; more meditation, reflection, introspection, analysis. This ceaseless chasing and driving develops what I call the herd spirit, and chokes the individual development."

All of our modern organization tends to lead us further and further away from home life and quietness of spirit—if we allow it to do so. While employing mod-

"Music in the home means music for every day family use, not simply music lessons."

ern methods in a modern age, must we necessarily lose the age-old spirit of home?

Music in the home means music for every day family use, not simply music lessons. Of course there must be the daily practice at a special time, if one is doing serious study. When several members of the family are studying music, it is sometimes difficult to arrange practice periods that will not conflict with each other or intrude upon the general family life; other people seldom enjoy hearing one's practice! But if music is to exert its most powerful influence, there should be some time during the day for the family to enjoy it together—and it is the *togetherness* that counts, both in the relaxation and enjoyment of the family, and in the influence of the music hour in their individual development.

That wonderful idea of "The Golden Hour," originated by Mr. James Francis Cooke, Editor of *The Etude*, for an inspirational, character-building hour in the public schools, should be carried out on a smaller scale in our homes. Why not a "Golden Hour" (perhaps the evening hour) of music and inspiration with our own families? Not necessarily all music—inspirational reading or discussion might be included—but with music as the background. Probably there will be the radio, or the phonograph, or the player-piano, with a program to be selected at will. Perhaps dance music may be preferred; and if so, some of this should be included. "There is a time to dance"; and few people object to good dance music for recreation. But if we give the entire family hour to recreation, its inspirational and educational value is lost. Why not include at least one serious musical number in the "Golden Hour"?

There are nearly always good programs to be found somewhere over radio; there are any number of phonograph records which have definite educational value. Why not select some definite plan for home study? The possibilities for such a plan are infinite.

For instance: perhaps some familiar melody like the Sextet from "Lucia" or the Barcarole from the "Tales of Hoffman" intrigues us into beginning the study of opera. What is a Sextet? Who was "Lucia"? What is an opera, anyway? Do we know how it originated, or anything of its history? Do we know anything about the greatest operas of the world and the men who wrote them? Do we know of our modern American operas? Do we know the story of the particular opera we have selected to study?

If the children or older members of the family are to have an intelligent grasp of their subject, such questions as these will lead to the establishment of a musical library in the home, musical histories, reference books, stories of the opera and illustrations from them. We shall want to read of opera productions, in the current musical journals. We shall want phonograph records of opera selections; we shall tune in on operatic programs over radio. We shall begin to want operatic selections for our piano, or for our family group to play or sing.

Or suppose our "Golden Hour" includes some orchestral selection, and we decide to study orchestra? We may have a hazy idea that Beethoven's Ninth Symphony represents the *ne plus ultra* of the orchestral world; but our knowledge of other orchestral compositions is doubtful.

Then, perhaps accidentally, we tune in on one of the educational orchestra programs—say, one of those in Walter Damrosch' great "University of the Air"—and a new vista of music opens before us. What is an orchestra? What are the instruments used, and how are they placed? What are some of the great symphony orchestras? Who are some of the great orchestral writers, and what do their compositions mean? What are some of the great symphonies, symphonic poems and other orches-

tral forms, that represent the loftiest conceptions of the human mind, and open up a new world to us if we but choose to enter?

We shall begin, then, to desire orchestral books for our home music library, orchestral records for our phonograph, orchestral programs over the radio. And above all, we shall want, more and more, selections that may be adapted to our own family orchestra, amateurs or beginners though we may be.

For merely listening to good music is not all. Real love and appreciation for musical art come through participation in *making* music for one's self. The tiniest children may be encouraged to take part by beating a drum or triangle, or playing on one of the toy symphony instruments. Or they may be taught to make their own simple but effective instruments. There is a fascinating book which, through direction and illustration and story, instructs children how to make drums and pipes o' Pan, and other instruments, and play tunes on sets of water glasses. The small boy may play a harmonica if he likes. And all may sing. For to sing is every child's birthright. Even the monotone, of course, may be trained; and the most unmusical ear and unrhythymical mind may be vastly improved, if taken in early years. Simple home songs may be found anywhere; folk songs, rhythmic songs with dances, sacred, patriotic songs, children's songs—the field is unlimited.

There are infinite possibilities for family ensembles or groups: including every combination of musical instruments, or instruments with voice, or voice alone. This article is concerned more with the family musical gathering and its effect on the home life, than with the separate music study of individual members of the family.

The writer has heard nothing more delightfully satisfying from the standpoint of family music than a group of four young sisters who sang four parts, unaccompanied by musical instrument, and with evident enjoyment, a Mendelssohn quartet and a number of negro spirituals; or a family ensemble in which the father, mother and five children played chamber music of a high

order together on different instruments; or a group of two brothers and a sister in a Schubert Trio for violin, 'cello and piano; or another ensemble where a tiny girl sang "Baby's boat's the silver moon," accompanied by her mother at piano, sister with muted violin, and brother with saxophone *pianissimo!* The banjo, guitar, flute, mandolin—any instrument might be used.

Children should not, of course, be forced into a music ensemble if they do not want it; but if encouraged from earliest years to take part with the rest of the family, they will grow up with an intimate love and understanding of music that will go with them all their lives, and develop deeper appreciation of all art and beauty. Whether or not they wish to become professional musicians, music should be a daily part of their lives. The parent who fears that the continual influence of music may result in his child's developing into a second-rate musician instead of succeeding in some other line, might as well remove his child from

the influence of great paintings, of good literature, of beautiful scenery, or of religious atmosphere, lest this same child become a second-rate artist or writer or minister, or what not.

This family ensemble—this coming together of members of a family, or perhaps a few friends with the family, for a short season of music—is one of the most important factors in building up a beautiful home life. Where interest is centered in good music, there is little incentive for baser thoughts. And where members of a family read and study and enjoy music together, they will also have other interests together, with their home as the natural center of their lives.

Whatever else must be neglected in our busy lives, should we not save time for the "Golden Hour" of music and inspiration, and in so doing, by fostering appreciation for all that is lovely, keep for ourselves and for our children forever, that elusive, beautiful spirit of *home?*



The members of this little orchestra are the children of W. S. Nicholson and wife, farmers, residing a few miles southeast of Denver, Colorado. They have been studying music for about three years under Elias H. Williams, of Denver. Names, age and instrument played, as follows: Opha, 11, Violin. Bernice, 13, Piano. John, 15, Trombone. Willetta, 9, Trap Drums. Pearl, 7, Director.

Building the Home from Within

BY MARY SCHENCK WOOLMAN
Specialist in Vocational Education

The Home, Past and Present

THE quotations are offered as a scaffolding on which to build, within the home, a center of the highest ideals.

An adequate conduct of home life requires many elements of skill, intuition and knowledge. Few women have the ideal equipment and also the will to utilize, to its fullest extent, such information as they have. There is no need to be discouraged, however, for desire to learn and willingness to try out suggestions are increasing the number of worthy homes where a philosophy of life is being worked out and where economy, efficiency and spirituality are characteristic.

An exhaustive study of the factors and principles which go to make up a rounded life within the home cannot be attempted in this paper. The desire is simply to point out some neglected paths, the development of which will bring satisfying results.

There was a time when the home was a great producing center and the hands and brains of the entire family were called upon to work in cooperation to keep the home fires burning and provide necessities. Drudgery and pressure were characteristic of those self-sufficing homes. The homemaker was the manager, organizing the various activities and keeping the work going steadily. It was the era of hand labor and from earliest dawn the family was at work. The very old had their tasks as well as the young and vigorous. In spite of the drudgery and lack of comforts, qualities were de-

"The home is the sanctuary of our loftiest ideals, the source of the spiritual energy of our people."

—Herbert Hoover.

"Homemaking is the largest and most important single business in the world.—Edith McClure Patterson.

"Of all the obligations which mankind is called upon to fulfill, being a parent is by far the most important."

—Douglas A. Thom.

veloped in the workers that are needed in this day but which do not come through the changed order which came in with power machinery.

The present era is one of science and mechanics. Hand activities still remain

in the home but are rapidly passing as women learn to use and care for machinery or send their work to commercial establishments. Comforts and even luxuries are now easily obtained by those who are wage earners.

Economic conditions of today have raised prices. One-half of the families of the United States have incomes which in the great industrial centers allow, at best, but two or three small rooms with a kitchenette. The city is becoming the center of population, but many remain in the suburbs as there the home conditions are more ideal. The transportation, however, for those who work in the cities and for those attending school is a serious and fatiguing matter. Life on the farm is more like the old self-sufficing home of the past but is rapidly finding itself obliged to meet the newer demands. Too few families can build their own homes but all should aim to form an ideal home center within the four walls.
Conditions and Ideals

The generation coming on is more interested in economic, moral and social matters and the development of character than any former one. A home that drifts along, taking things as they come and trusting to luck that the life within the four walls will have its compensations and the children will

turn out fairly well is not an ideal place for the active-minded, modern young people.

Parents are responsible for the home they have made. They must face its many problems together and make definite plans for developing an adequate life within. The co-operation of the entire family is needed. There must not be a drone in the hive; even the baby can help the development of other children by being looked after, fed, amused or taken out in the fresh air. It is not easy to stop to train little ones in the midst of a busy day, but they love to help and the return is great, for later they become useful members of the family instead of causing work for other people.

The mother is naturally the mainspring of the home, but the father is increasingly feeling his responsibility. There is no excuse for ignorance, for courses in child development and family relationships are offered. Several departments of the government send out free pamphlets of instruction; the free libraries have books and magazines covering the ground of training for home life; free lectures are available in many cities and towns. Parent-Teacher Associations, Home Improvement Centers and the Better Homes in America movement offer inspiration and practical advice.

Making a Plan

Before an adequate plan for the higher life of the home can be made the physical interests should be organized as far as possible. The parents together should make a study of the money, time and energy needed to conduct the many activities, to select and purchase supplies, to keep a simple method of business organization, including accounts and budget estimates. The mother must have time for a little daily rest and relaxation, that she may be fresh and cheery when the family are together in the evening. Both parents must plan to cooperate with the school and the teachers and with other interests working for home betterment.

It will be found economical of time and energy to arrange a place or corner where the necessary home business equipment may be kept—a desk, telephone, writing supplies and stamps, files for clippings, card catalogues of constantly required information,

account books, helpful pamphlets, magazines and books on Home Economics.

A study of unnecessary work or of waste brings worthwhile results. Some women are inclined to be fussy if anything is out of place and spend time and energy in sweeping, washing or putting rooms into perfect order. It is better to have a little dust or slight disorder than to fail to be the live wire of health and happiness that brings the family together with joy. Some activities can be put out of the home or moderated by the use of electrical machinery. It may cost a little more to cook a part of the food and buy the remainder from a food shop, to send all or a part of the clothing to a commercial laundry and to purchase the majority of the garments in ready-to-wear clothing, but it will pay in lessened drudgery and will give time to make the home more ideal in its influence.

Time is often wasted gossiping with neighbors or visiting over the telephone. The busy mother can let it be known that during certain hours she cannot be interrupted unless it is of prime importance. Home plans are subject to unexpected and necessary interruptions which the mother must attend to. She will find, however, that she meets these with more equanimity if her work is organized than if she were running the house in a hit-or-miss fashion.

It is well to get rid of numerous pieces of bric-a-brac and unnecessary draperies and thus reduce the time taken in cleaning rooms, but beauty of color and arrangement should not be sacrificed. The entertaining of friends can be simplified and reduced in expense. "Living up" to the ways of richer friends should give way to a standard suitable to the income and social needs of each family.

Cooperation

Having completed a schedule for the physical life of the household the most important part must now be planned, that the home within may be a center of educational development and spiritual influence. The parents are on holy ground as they face this part of their service. They must find the best way to make their home "glorious within." All that can be done to help them

is to indicate some direction for their thoughts and actions.

"The first essential for moral growth is freedom to go wrong." Ability to act right does not come from being held from going wrong. Parents can train the judgment but the child needs freedom to choose. Character is a result of the manner in which we live our daily lives. We are influenced by whatever comes in our way, the streets, comrades, school and home. In early life the home is the great educator. The little ones want to help but the busy mother often is irritated by their interference. Children who are suppressed in their natural efforts to help, or are twitted with their poor attempts often become afraid to try. The impression left that they are failures will persist often into later life. The mother can do much to encourage them to try something worthwhile and thus lay a foundation for success in life.

An active two-year-old was always trying to help in the yard and was in danger of being hurt with hammer and hatchet. As the mother worked he was taught to pick up the sticks she had cut and pile them on the porch. His energy was thus well utilized. A little girl of the same age was made blissfully happy by being taught to dust and keep the room tidy, to pick up toys and put them in a box in the corner and throw waste in a can, while the mother was busy at other duties.

Many things that children can do develop responsibility, dependability, unselfishness, thoughtfulness for others, and loyalty to home and parents. A foundation is laid for usefulness, and the handy man and woman are ever in demand in the world.

It is desirable that there should be a place in the home where children can work out their own plans in handwork learned in school. In one home a boy of eleven has become greatly interested in the Navy and in submarines. He and a school friend have made boats of various kinds, trying them out in a full bathtub and working out interesting problems. The parents are called in to watch the progress. The same boy repairs toys, builds cages for birds and mice and paints woodwork. He is beginning to

show an interest in mechanics and engineering. The parents are endeavoring to help all of their children to find themselves. The place set aside for the trying out of schemes is cleaned up by the children themselves, that nothing may be disturbed by adult efforts to keep the apartment in perfect order.

In the daily round there are home activities to suit all ages. Group work is often more interesting and can be planned. An older child may have a younger one for an assistant. Each worker can plan his schedule and keep it where it will remind him of his duties.

Conferences of the home workers will be frequently needed. Free, interesting discussions should be encouraged on such subjects as the way to do the work, the one best fitted for it and the best time to do it; (study hours and recreation must not be interfered with) how to keep pleasant if some outside interest comes at an hour when work must be done; how to select and buy wisely; how to relieve mother and not disturb her rest time; the influence that children can have in the economics of the family in taking care of their clothing, health and books; the cost of frequent visits to the movies, and the cost of candy in money and health, may all receive attention. Each child should be placed on an allowance and should keep an account of its use.

When possible children should be taken to museums, and industrial and welfare institutions and should discuss their reactions at the conference hour.

In addition to the conference hour there should be a time set aside each week for talking of the serious problems of life. The soul needs nourishment as well as the body. A happy, useful life is many sided. We gain insight into the meaning of life from thinking over the varied experiences which come in the daily round. It is difficult to give a list of subjects for discussion. The questions of the children and leading topics of the day, the reading of prose and poetry, offer ideas worthy of consideration. There should be no formality or sanctimoniousness. Those who have been brought up under these deeper influences will realize in their more mature life their steadyng effect.



Editorial

MAY DAY and the SPIRIT OF YOUTH

To the National Congress of Parents and Teachers May Day-Child Health Day makes joyful promise of child welfare,—the center of all our interest; so it is with especial pleasure that the Editor welcomes to her page the American Child Health Association, which sends us through Miss Perrin a message vibrant with a challenge to young and old.

* * *

Better Health—Better Homes. How closely are the two interwoven, particularly this year when the national convention is to consider Education for Worthy Home Membership and the subject of the all-day conference is to be Sound Health! In this issue we have the rich contribution to our year's program made by another of our cooperating agencies, Better Homes in America,—a series of papers offering program material for an entire year. We have asked our good friends to stress the spiritual values in the home, for which that fine organization and its president,—now our President—Mr. Hoover, stand so strongly, for we know that when those values are appreciated, they will be properly housed, in so far as an aroused home-making consciousness can compass it.

Because of this double event, we have suspended our regular departments,—Health, Safety and the Round Table, which will appear again next month.

* * *

A new week has been added to the year! It has become evident that both as a skill and an art, sewing has been at a standstill if not on the wane, in this country. But since it will always be necessary for the alteration and repair of fabric articles, and since the woman who sews well can have better clothing for less money, it should certainly be the concern of both parent and educator. Those who have originated National Sewing Week are asking such questions as these:

Should our girls be given more sewing instruction in our schools and homes?

Should there be closer cooperation between parents and teachers to influence the girls to do more sewing at home,—practice being as essential as instruction?

Should sewing and dress designing be included among the subjects for which entrance credit

is given in all women's colleges? (It now has a place in some of them.)

The National Costume Art Association, which numbers on its Board of Directors leaders in the field of art education and of home economics, is asking the Parent-Teacher Associations to cooperate in making the observance of National Sewing Week count for better sewing and sewing education and for a higher appreciation of this essential art.—M. W. R.

As we say the words "May Day," what picture rises in our minds? In mine, I see early morning light and children out of doors gathering flowers in the dew, children looking eagerly for the first rosy blossoms of the May, and trooping home to breakfast with one of their number crowned with flowers.

May Day, on which we are learning to celebrate happy, healthy, childhood, leads us naturally to the thought of health-giving recreation in the open air.

Sunshine, fresh air, and the free movements of joyous play are part of the panoply of health. Children, wiser than we, know this instinctively, and few among them but clamor for the open air. But how life-giving for the grown-ups too is outdoor play! How a stretching of our muscles, an excursion into the breezy countryside, a sight of woods, hills and streams restores our good humor and lets in the light of commonsense on our problems! Let us never lose the habit of play—especially of outdoor play—even if it is an effort.

If, as children, we have learned the games and sports that we can enjoy as we grow older, we have a great advantage, since to begin when we are already old is discouraging to the non-adventurous. Hiking, swimming, golf, skating and curling can be carried on until late in life, while the high jump, the short dash and other extremes of exertion are for the young, or the comparatively young, only. Initiate your children then in those sports which they can enjoy through life, as well as letting them play the games appropriate to their age. And you yourselves, hold fast to what skill you have in outdoor games and to your love of the open—and follow the children when they sally forth to gather the budding flowers on May morning.—ETHEL PERRIN.

Just for Mothers

BY EVELYN D. COPE, A.B.

QUESTION—*One of my boys is very fond of school. The other needs constant encouragement. I have tried so hard to make them both alike. Where have I failed? They are so different in everything.*

Because your children are different does not mean that you have failed. Children are individuals. Even in the same family no two are exactly alike. This is the interesting feature of child study. Children differ in temperament, have varied likes and inclinations. Their talents and gifts vary too. One child begins to dance the moment he hears a strain of music; another sees a picture where we see the commonplace. One is of a mechanical trend, another lives in a world of story and fancy, while still another is enthralled by the marvels of electricity.

Do not try to make them alike. It would be very unjust to the boys, and would undoubtedly result in failure to find their true life interests and work, as well as making them and you unhappy. In the big issues of life, such as honesty, obedience to law, etc., we must all conform. In other things we may be different.

We have yet much to learn about inheritance but we do know that each child brings his own heritage and it is different from any other.

Study each child. Watch his reactions. Let each one follow his own particular interests and inclinations (provided they are worth while or at least harmless). Help him to develop all his good traits. Encourage his special talent such as music, mechanics, invention, dramatics, etc., to the fullest extent of his ability. Be careful not to make each child on the same pattern. Guard against too much standardization and systematization. The progress and happiness of the world is largely due to the variety in the outstanding accomplishments of people.

QUESTION—*What is meant by "Self-expression" in education?*

The object of education is to develop the child. It is no longer a process of pouring in information. His interest should be aroused and opportunity should be given him to find out things for himself. He is then to give the information to his class. This is done by recitation, reports, etc. Debates and discussions on topics in the course of study are also carried on, the teacher encouraging the child to express his opinion. Self-expression may be given along the lines of music, drawing, manual training, athletics, composition, book reports, dramatics, club activities. The object is to cultivate original thinking, initiative and independence. Every child has latent abilities and endowments which need to be brought out if he is to be a happy, useful and efficient citizen.

QUESTION—*Why should a father belong to the Parent-Teacher Association?*

Father should belong to the Parent-Teacher Association for the same reason that mother

does. He should become acquainted with the school and the teacher; he needs to know something of child nature, which he will learn by hearing the addresses given at the meetings. He should belong because the training of the child is a task for both parents, and he should be equipped to cooperate with mother. He needs to be kept up-to-date and in these days of rapid progress parents must keep up with their children and the modern methods of education, as well as the problems of child training.

QUESTION—*How much school work should be done at home and how can a parent get home school work done?*

The amount of school work to be done at home depends on the age and the grade of the child. In the lower grades, none, or very little. In the upper grades and high school, study should not cease with the dismissal bell, but should carry over into the home. Home work need not be a repetition of the class work or be too much of a drill.

Supplementary reading, reference work (different subjects assigned to various students) plans, charts, drawings, projects (original and assigned) are types of home work that develop initiative and originality.

Teachers should be reasonable, remembering that students are carrying several subjects. Therefore assignments should not be too heavy.

Give the child some time of his own at home when he is expected to study. If possible give him a room of his own, or at least a desk or table where he is undisturbed. Other members of the family should respect the child's need of concentration. Loud boisterous play, a party, the "grinding out" of jazz from the radio in another part of the house, do not help a would-be student. Build an atmosphere for study. This does not mean that the home needs to be gloomy but there is a time and place for everything.

Talk about the child's subjects in his course of study. Make it a subject of interesting home conversation. Parents can add some information of their own which also stimulates interest. This is better than nagging at a boy or girl to work.

Regular hours of sleep, meals, play and work are necessary for the child's success. See that he gets some outdoor play every day, preferably immediately after school. A new book, a book from the library or a magazine on the subject of his work adds interest.

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Medals For Merit

Will Your State Branch Receive One?

At the coming National Convention in Washington, May 4-11, the following Summer Round-Up awards will be given to:

1. State Branch enrolling largest *percentage* of its associations by April 15th.
2. State Branch sending in the greatest *number* of registrations by April 15th.
3. State Branch having the largest *percentage* of the enrolled associations carrying through the 1928 Campaign Requirements.
4. State Branch having the largest *number* of enrolled associations carrying through the 1928 Campaign Requirements.

The awards will be presented at the Summer Round-Up Luncheon, Thursday, May 9th. State, District, County and local Directors, secure your reservations early and be present to acknowledge the honor won by your State.



Out Among the Branches

Parent-Teacher Booth at Hobby Fair, Iowa

VISITORS to the P.-T. A. booth at the Girls' Hobby Fair, sponsored by the Altrusa club, found much of interest in the display. The Bryant P.-T. A. membership card was a novel feature and the tiny aeroplanes, which measured the advance of membership for the various rooms, was an interesting method of tallying many contests. The national and state Parent-Teacher magazines, CHILD WELFARE and "Iowa Parent-Teacher Bulletin" together with many other bulletins and pamphlets, were on display.

Mrs. M. P. Summers, Northwest District chairman, had on display a map of the Northwest District of the Iowa Congress, showing the location of city and county councils and local associations.

The blue poster with the golden oak tree in the circle was made by the boys of the Woodrow Wilson prevocational school. One of the features of the exhibit at the booth was a scrapbook made up of the Parent-Teacher pages published weekly by The Journal.



Mrs. D. C. Shoemaker, left, is president of Sioux City P.-T. A. council and Mrs. Guy Thorpe, right, is president of West Junior High School Association.



Mrs. G. F. Barnes

**WINNER OF PUBLICITY LOVING CUP
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Realizing that to be well is the right of every child, the Parent-Teacher organization of Starkville has striven more earnestly than ever this year to make that the major part of the work. The Summer Round-Up was held the closing week of school, and as far as the president and committee could determine, 55% of those having physical defects had them corrected by the opening of school. Early in the Fall a mouth hygiene clinic was entered into, and while the desired goal has not been reached, fourteen rooms have the 100% awards and several others lack only two or three. Not discouraged, we are planning already to renew efforts to at least come nearer the goal next year—that is, 100% when school opens in the Fall of 1929.

The organization can boast of 100% in the membership of teachers, and the determination to go over the top in the quota of parents. The programs throughout the year have been of exceptional value in that mothers, fathers, college professors and pupils have had part bringing out the idea that the community centers about the child. Beginning with the first meeting "Fathers' and Teachers' Night," messages from our state and national presidents have been woven into the programs. The honor of a seat at the gold star breakfast last year, has inspired us to not be satisfied without it this year—and with that same determination we are endeavoring to retain the attractive Publicity Loving Cup awarded last year. Even more than this, however, the organization will be disappointed if it doesn't again reach the "Superior" standard that it attained last year.

The Pre-School Circle, now in its second year, continues to function, with new members being enrolled each month. The programs have been along similar lines to those of the "Mother" organization, and endeavoring to keep before the young mothers the words of Phillips Brooks, "He who helps a child helps humanity." In addition to these phases of Parent-Teacher

work, the organization has sponsored "Book Week," when \$100 was donated to the library, as well as additional books. One program on Humane Education has been given and the organization is planning for the remaining programs to have as topics, "Child Welfare," "Better Homes and Music." To the committees this year have been added the Service Committee that looks after needy children in any way advised.

**CALIFORNIA SENDS TWO GOOD IDEAS
SCHOOL OF INSTRUCTION AND CHAUTAUQUA**

Following the development of the past two years, committees of the Executive Boards of the Ninth District and San Diego Council have outlined a comprehensive program for educational extension this year. The plan includes daylight sessions for all who wish to contact the departmental activities, and evening speaking and entertainment at intervals. In this connection the San Diego Council announced the Round-Table Discussions so successfully held last year, to be held again in the auditorium of Grant School, September 26, from 10.30 A. M. to 3 P. M. Luncheon was served in the cafeteria at 1 P. M., 35 cents. All presidents, officers, chairmen and committee workers of the San Diego Council were expected to attend, and all friends and workers of other groups were most cordially welcome. The work of each department was outlined and discussed by those most familiar and experienced in that activity with the local chairman and questions were answered.

Similar periods have been arranged by the Director of Extension, Mrs. A. J. Burston, for the Imperial Valley, Escondido, Oceanside and the Southern groups, culminating in a "hook-up" which will bring a speaker of national prominence for the Grand Rally.

The Sweetwater Council of the California Congress of Parents and Teachers, filled with enthusiasm and ready to take up the work for the coming year, plans an extensive program for the various locals in the South Bay section.

It has been the custom in the past years for the meetings of the Council to be held at least once in each organization, thereby bringing the work and importance of the Council to each community.

Many of the programs given in previous years have become so popular that requests have been received for the annual teachers' banquet, the high jinks, and annual dinner be a part of this year's program.

September—Legislative Program—"Loyalty to Your Organization."

October—Annual Banquet in honor of teachers. Discussion, "County Unit Plan."

November—Educational Week November 7 to 13, inclusive. "Modern Tendencies in Education."

December—Spiritual Education Program.

January—Annual High Jinks Program, Music and Recreation. "Philosophy of Play."

February—"Habit Training for Children." "Discipline Is a Growth that Comes from Within." Adanted.

March—"What Is Good Citizenship?"



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- III. ON BEING A GIRL, by J. E. Gibson; FATHERS AND SONS, by S. S. Drury

Study Program I, Lesson VIII

For First Year, Preschool and Grade Study Groups

BASED ON "YOUR GROWING CHILD"

CHAPTER XXVI. SLEEP AND DREAMS

"Sleep, that knits up the ravel'd sleeve of care; the death of each day's life, sore labor's bath; balm of hurt minds; great nature's second course; chief nourisher in life's feast."—SHAKESPEARE.

"Nothing so much convinces me of the boundlessness of the human mind as its operations in dreaming."—CLULOW.

QUESTIONS

1. Indicate the number of hours of sleep necessary for the baby; for the preschool child; for the grade child; for the high school pupil. Pages 300-301.

2. Discuss the advantage of the nap for the small child. Page 301.

3. What are the causes and dangers of too much sleep? Pages 301-305. Why does one sleep? Page 303.

4. What are the causes and dangers of a lack of sleep? Pages 305-307. Do children, generally speaking, suffer from too much or too little sleep? Page 305.

5. What are the causes of "night terrors?" Pages 307-308.

6. Give the author's discussion of somnambulism and hysteria. Pages 309-310. How may a parent help the child to overcome the tendency to walk in his sleep? Page 310.

7. Give the author's discussion of dreams. Pages 311-313. In your own experience with children, have you found that they dream about things they strongly dread or desire?

REFERENCES

The Nervous Child and His Parents, by Frank Howard Richardson, M.D. Chapter IX. Sleep Disturbances.

The Inner World of Childhood, by Frances G. Wickes. Chapter X, Dreams.

The Tired Child, by Seham and Seham. Chapter XXV, Rest and Sleep.

CHAPTER XXVII. DAY DREAMING

QUESTIONS

1. What are the disadvantages of the day-dream that takes one "from the world of reality to a world where wishes come true?" Pages 314-315.

2. What are the benefits of day-dreams that

have a worthy purpose of accomplishment behind them? Page 316. How can a day-dream incite one to further efforts? Page 316.

3. Discuss the day-dream as an aid to creative thinking as cited in the case of Russell Wallace. Pages 317-318.

4. From your own experience have you found that a sort of inspiration comes to one in his day-dreams? Page 319.

5. Describe the method of treatment for laziness by the well directed day-dream. Pages 321-322.

6. Why do children invent imaginary playmates. Pages 323-325. How may parents help children overcome this sort of day dreaming?

REFERENCE

The Inner World of Childhood, by Frances G. Wickes. Chapter III, Early Relationships. Chapter VII, Imaginary Companions.

CHAPTER XXVIII. CARE OF THE TEETH

QUESTIONS

1. Tell how bodily ailments are often traceable to infected teeth. Pages 326-329.

2. How does the child's diet affect his teeth? Pages 330-332.

3. Why is it important for the baby's first teeth to be sound? Page 332. What kind of diet is necessary for the expectant mother that the baby may have sound teeth? Pages 332-333.

4. Why do dentists recommend that small children eat hard, crusty food? Pages 333-334.

5. Why does the author recommend that fresh fruits be eaten at the end of the meal? Page 334.

6. What is the proper use of the tooth brush? Pages 334-335. How have you helped your child form the habit of brushing his teeth regularly?

7. Discuss the advantage of periodic appointments with the dentist. Pages 336-337.

REFERENCE

Better Teeth, by James Frederick Rogers, M.D., Department of the Interior, Bureau of Education, Washington, D. C. Price 5 cents.

CHAPTER XXIX. SAFEGUARD THE EYES

QUESTIONS

1. How shall we safeguard the eyes of the small child? Pages 338, 341.

Here Is Food for the Sun-Starved



How grateful the sun is beginning to be upon the cheek! One side warm and comfortable, fairly soaking up the light. The other cool, swept with April winds. All too soon the clouds gather, all too quickly the sun sets. What a pity the summer isn't here!

But in thousands of homes tonight the summer sun will be a welcome visitor long after the capricious April sun has gone to rest. Countless men, women and children will bathe their whole bodies in summer sunshine just at bedtime. They will sleep sounder, wake with greater enthusiasm, go through the day with less fatigue and more joy. Such are the gifts of the summer sun—and the summer can be made to shine at the turn of the switch on the Eveready Sunshine Lamp!

Think of calling the July sun to pour its radiance over your children at bedtime! Remember how they played upon the beach last summer, so happy and so content because the sun was working its magic on skin and nerves, muscle and bone? Now summer can come and summer can go, but the sunshine that makes summer so vital to our well-being is recreated in an instant.

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2. What were the eye requirements of pre-civilized man? Are the requirements the same today? Pages 340-341.

3. How may parents protect the eyesight of children who do home studying? Pages 342-343.

4. Why are dark colored walls and glossy surfaces not good for the eyes? Page 343.

5. How does the habit of frequently looking away from close work rest the eyes? Page 343.

6. From what direction should light come,

when one is doing hand work? Pages 343-344.

7. What is the advantage of general illumination and of indirect lighting? Page 344.

8. Do you approve of reading in bed? Page 344.

REFERENCES

The Tired Child, Seham and Seham. Chapter IX, Eye Strain as a Cause of Fatigue.

Rebuilding the Child, by F. H. Richardson, M.D. Eye strain. See pages 105, 111, 147.

Study Program II, Lesson VIII

For Second Year, Preschool and Grade Study Groups

BASED ON "THE EVERYDAY PROBLEMS OF THE EVERYDAY CHILD"

CHAPTER XVII. SEX

QUESTIONS

1. The author implies that intelligence and control are the two great stabilizers of instinct. How do intelligence and control help in the proper adjustment of the instincts of fear, anger, love and sex? Page 263.

2. From what source and at what time shall sex instruction be given? NOTE—The first step in giving sex instruction is for the parent to overcome his own emotional attitude and embarrassment, and to acquire a correct vocabulary. The study group presents the opportunity for these results to be accomplished. See pages 263, 287-288.

NOTE TO LEADER.—Have members prepare model talks on sex to be given to the preschool child; to be given to the grade child; to be given to the high school pupil. If you so desire, send to Mrs. E. R. Crum, Winters, Calif., for talks prepared for her study groups.

3. Some psychologists recommend that children should be told the father's part in reproduction before they reach adolescence, so that the facts will not hold an emotional interest for them. Have you followed this plan in your own home? If not, why not?

4. If a child feels that he cannot talk of sex with his parents, how may it become for him a matter of unusual interest, curiosity, embarrassment, and danger? Pages 263-265.

5. Many parents say, "My child never asks questions. He is not interested in sex." Is this necessarily correct? Discuss. Pages 265-266.

6. In leading study groups, the author of these outlines has often been asked, "What shall I tell my child? He is beginning to ask questions." The reply is, "The truth, of course." The logic of this answer appears in these questions, "My child is beginning to ask questions about grammar, what shall I tell him?"; "My child is beginning to ask questions about the discovery of America; what shall I tell him?"

7. How can children be taught that some subjects are not for general conversation? Page 269.

8. "Children up to the age of six should be allowed to dress and undress together in the presence of their parents with an utter disregard for sex or clothing." Discuss the advantage of this procedure. Pages 269-270.

9. The wrong attitude of the parent toward sex causes the child much unhappiness, brooding, and puzzling over things he does not understand. Why is this situation most harmful to the child? Pages 270-271.

10. What are some of the causes of masturbation? What are the steps in effecting a cure? Why is the child's mental attitude in regard to the habit important? In removing this practice, why is it necessary to substitute some wholesome activity? What should be the attitude of the parent toward this habit? See pages 271-288.

11. It is important that the child have knowledge of sex; it is equally important that he have right attitudes and ideals. Tell how you have carried out this sort of training in your home.

12. Sex cannot be taught separately and apart from other subjects. It is a force intimately connected with life and living. Tell how right attitudes and ideals in relation to sex may be established through a study of nature; through a study of the rights of others; through a study of the history of the family.

13. Discuss the advantage of emphasizing the wholesome rather than the perverted side of sex.

14. In the face of temptation, which has the greater holding power, fear or ideals?

REFERENCES

Parenthood and the Newer Psychology, by F. H. Richardson, M.D. Chapter X, The Mystery of Mysteries—What Shall I Tell My Child?

Parents and Sex Education, Benjamin Gruenberg.

CHAPTER XVIII. TEACHER AND PUPIL

QUESTIONS

1. What is the difference in attitude between teaching the child and teaching the subject? Pages 289-291.

2. Why is it necessary for the teacher to understand not only the intellectual life but also the instinctive and emotional life of the child? Pages 289-291; 300-302.

3. How can your Parent-Teacher Association help to bring about more fully, cooperation between parent and teacher? Pages 291-292.

4. Outline a program for the home which will help the child to do good work in school. Pages 292-296.

5. What difficulties in school work do children of superior intellect encounter? Pages 296-297.

6. Are children naturally lazy? Page 297. What are the causes of laziness? Pages 297-299.

7. What are some of the probable reasons why a restless child cannot concentrate upon his work? Pages 299-300.

8. Tell how "emotional upsets" affect school children. Pages 300-301.

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Study Program III, Lesson VIII

For High School Groups

BASED ON "ON BEING A GIRL" AND "FATHERS AND SONS"

BY JESSIE E. GIBSON and S. S. DRURY

PART III, CHAPTER XXV. THE ORIGIN OF LIFE QUESTIONS AND COMMENTS

1. All that the author has said of the attitude and preparation of a leader of girls is equally true of the parent. He should know not only the physiological facts of sex but also the far reaching effects of one's attitude toward sex. The parent needs an adequate vocabulary and the ability to talk unemotionally and unembarrassed to his child. Group discussion helps to bring this training about.

2. How does a discussion of the continuity of life help dignify our conception of sex? Page 233.

3. Describe the simplest form of reproduction. Page 334. Note that there is no family care, which comes with higher forms of life.

CHAPTER XXVI. REPRODUCTION OF PLANTS AND LOWER ANIMALS QUESTIONS

1. If possible, produce a sketch of the Easter lily showing the reproductive organs. See "The Way Life Begins," by Cady and Cady.

2. What agencies help in the reproduction of plants? What is meant by self-fertilization; cross-fertilization? Page 234. NOTE.—California almond growers provide one hive of bees per acre during the blossoming season that fertilization of the almond blossoms may take place. From this fact it is evident that almonds require cross-fertilization.

3. Give the life history of the Pacific Coast salmon. Pages 236-237. Give the life history of the frog. Page 237.

4. Tell the story of reproduction of fowls as you would tell it to a youth. Emphasize the

fact that as reproduction becomes more complex, parental care becomes evident.

CHAPTER XXVII. REPRODUCTION OF MAMMALS QUESTIONS

1. "Higher in the scale, life is more complex and precious and greater care and protection is given to it." Discuss the difference between the processes of reproduction in fowls and in mammals, as you would relate it to a young person. Page 239.

2. Tell the story of human reproduction as you would tell it to a youth. Page 240.

3. How would you give information in regard to the changes that come with adolescence? Pages 241-242.

REFERENCES

See text. Pages 260-264.

The Way Life Begins, by Cady and Cady.
Adolescence, by M. A. Bigelow.

For Girls and Mothers of Girls, by Mary G. Hood.

FATHERS AND SONS

BY SAMUEL S. DRURY

CHAPTER VIII. RELIGION AT SIXTEEN (To be reviewed by a class member)

STRIKING THOUGHTS OF THE CHAPTER

"Every man can be a priest at home, for one's house is church as well as castle, altar as surely as hearth. Every good father will plan to climb heavenward with his boys."

"The first principle of Christian parenthood is to recognize and direct the ripening liberty of youth."

"Youth craves a personal experience of God."

"It is the privilege of friendship, let alone parenthood, to expect the best and to think in highest terms of those we love."

Calendar for April and May

Religious Education Association	April 3-5	Des Moines, Iowa
National Sewing Week	April 15-20	
Better Homes Week	April 21-27	
Boys' Week	April 27-May 4	
International Kindergarten Union	April 29-May 3	Rochester, N. Y.
NATIONAL CONGRESS OF PARENTS AND TEACHERS	May 4-11	Washington, D. C.
International Mental Hygiene Congress	May 5-10	Washington, D. C.
Music Week	May 5-11	
National University Extension Association	May 13-15	Austin, Texas
American Library Association	May 13-18	Washington, D. C.

State Conventions

Florida, Jacksonville	April 2, 3, 4	Kentucky, Ashland	April 23-26
Mississippi, Vicksburg	" 8-12	Louisiana, Monroe	" 25, 26, 27
Georgia, Savannah	" 15, 16, 17	Montana, Butte	May 16, 17, 18
Illinois, Mattoon	" 17-20	California, Sacramento	" 21, 22, 23, 24
Michigan, Lansing	" 17, 18, 19	Washington	" 21, 22, 23
Arizona, Flagstaff	" 18, 19, 20	Idaho, Coeur d'Alene	" 21, 22, 23
		Wisconsin, Marinette	May 21, 22, 23

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National Office Notes

BY FLORENCE V. WATKINS, *Executive Secretary*

Advertising in CHILD WELFARE and in the state bulletins certainly pays. In January a notice was inserted in these publications that two new Founders' Day pageants were available from the National Office at 5 cents each. In a remarkably short time after the subscribers received their copies the orders began to reach the office. They came for single copies and for quantities. We hope those using the Children's Candle Lighting Ceremony and the Past-Presidents' Candle Lighting Ceremony will write us of the success of these pageants.

In spite of all the jokes about husbands being forgetful when given letters to post, we believe they do remember not only to post the letters, but also to put in the stamps the wife has asked them to enclose. In the hundreds of letters reaching the National Office each week, many have tiny notations on the flaps of the envelopes of amounts to be sent. It is very seldom that the letter lacks the enclosure.

Those who are interested in conducting social hygiene classes or in studying social hygiene material will welcome a Classified List of Social Hygiene Publications which the American Social Hygiene Association has for sale at 10 cents per copy. This list should be ordered from the American Social Hygiene Association, 370 Seventh Avenue, New York.

As you have been planning your May Day celebrations for child health have you thought that for the first time this year you are celebrating a day established by the Congress of the United States? In May, 1928, by a joint resolution passed by both Houses, May 1st was made Child Health Day and the president was called upon to proclaim this fact annually to the people. We shall all be interested this year in reading the Presidential proclamation. As president of the American Child Health Association Mr. Hoover in the past has issued a strong challenge: "Everywhere this day let thoughtful people renew their efforts to assure to every child the complete birthright of a sound mind in a sound body." You all remember his statement of the "Child's Bill of Rights." Since the health of the child is the strength of the nation, we who love and honor our country should see to it that conditions are such that all children can be healthy. Let us make May 1, 1929, the greatest Child Health Day America has ever known! Parent-teacher workers are especially interested in this day as it marks each year the official opening of the Summer Round-Up of the Children—our valuable permanent health project. The American Child Health Association has issued a finely illustrated book bound in paper, "May Day—The Spirit of Sport." The book is filled with definite instructions and plans. The new edition of the May Day booklet is this year called "Team Work for Child

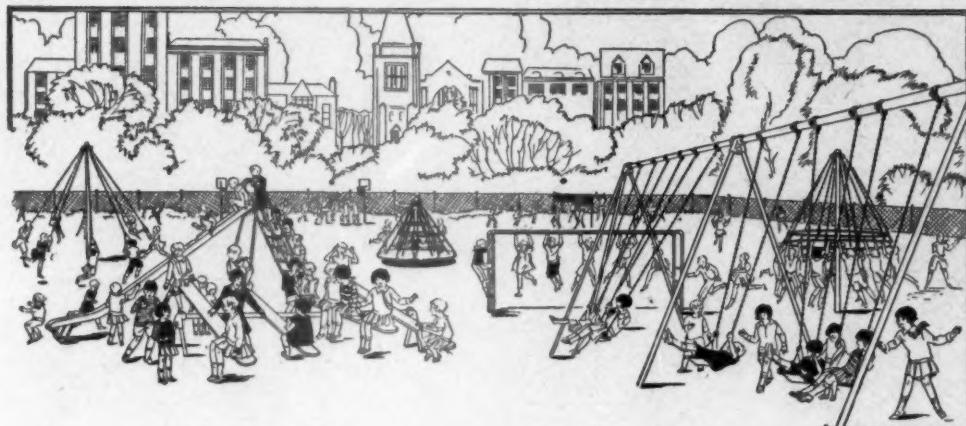
Health" and may be secured from the Association, 370 Seventh Avenue, New York. This little book contains matter of permanent value to all groups wishing to find material in simple practical form to use in formulating programs.

The National Safety Council, 108 E. Ohio Street, Chicago, now has a safety film, "Ask Daddy," available to school members of the National Safety Council. Write to the address given for prices per day and per week. These prices are not high and parent-teacher workers as well as the children would enjoy the film.

The superintendent of the Munising, Michigan, schools has been a National Congress parent-teacher course instructor. Recently a notice reached the National Office which seems indicative of the high type of work being done in his schools. "Courtesy, Trustworthiness, Effort, Thrift, Working with Groups, and Obedience are rated for each pupil on a monthly citizenship report card sent home to the parents. On the back of the report card the definitions of the various items listed above are given; e. g., thrift means respect for property, care of books, furniture and buildings, care of own property, consideration of property of others, recognition of value-of time. Each trait is rated 1, 2, 3 or 4; 1 is the highest mark." When more schools recognize that these character traits deserve school recognition, children will begin to sense the value of them from another angle.

Some years ago the National Office was presented with the five volumes of "The Human Interest Library." These have proved interesting both to members of the staff and to visitors from nearby and distant states. Recently the successor to this set, "The New Human Interest Library," in six volumes has been received at the National Office. In one binding, the Rainbow edition, each volume is bound in a different color. This Rainbow set makes an attractive addition to the Katherine Chapin Higgins Library.

One of the students from Indiana who took the parent-teacher course at Columbia last year says: "Indeed, I am using the material and suggestions you gave. We have had some very helpful meetings thus far. One father said to me recently, 'Well, I came a couple of years ago and decided that would be my last time, but this is fine and you can count on me this year. I feel that I am learning something worthwhile.' A father of one of our boys gave a splendid review of Cheley's 'The Job of Being a Dad' and next month a mother is preparing to review Coe's 'What Ails Our Youth?' Our parents are visiting regular school work much better than they have done in years. No one seems in a hurry to leave at the close of the meetings, and so a splendid spirit of fellowship is being developed."



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Last year a parent-teacher workers' conference was held at Columbia for ten days—two hours a day. This year a plan is being perfected to have a two-day conference on Thursday and Friday, July 25th and 26th, from 10 A. M. to 1 P. M. Arrangements will be made for those attending the conference to attend the afternoon classes from 2.30 to 4.30, if they wish to do so. Problems in connection with local, state and national work will be considered. The fundamental significance of the parent-teacher movement and approved plans of procedure in organizing and conducting the best types of parent-teacher associations will be discussed. Legitimate fields of work and appropriate activities for local and state groups will also receive attention.

There will be no fee and no registration for this conference. It is open to all parent-teacher workers.

NEW MATERIAL FOR MAY DAY—CHILD HEALTH DAY

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The Festival Book. The 1929 edition of the May Day festival material contains plays and pageants, outlines for parades, instructions for making floats, an account of a recent successful Play Day, suggestions for school and classroom celebrations, window displays, radio programs and numerous other suggestions. Available the end of February. Price, 10 cents.

Play Day—The Spirit of Sport. A new book on athletics, containing a Foreword by Mrs. Herbert Hoover, an explanation of the advantages of this form of athletics, detailed descriptions of fifteen Play Days. Well illustrated. Price, 35 cents.

Teamwork for Child Health. The revised edition of the book issued last year under the title, *The Goal of May Day*. The material has been augmented, brought up-to-date, and the book contains a number of new illustrations. It outlines the whole health program, and shows the interrelation and co-ordination of the work of the state board of health, local health authorities, schools, churches, homes, welfare and national organizations. Available immediately. Price, 25 cents.

The Child's Bill of Rights. In poster form, printed on fawn vellum with block initial. Suitable for framing. Size, 12" x 9". Single copy, 10 cents; 10 or more copies, 8 cents each.

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May Day Poster. The 1928 poster with spirited daisy design, printed in four colors—yellow, blue and two shades of green. Size, 19" x 14". Single copies, 15 cents.

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2. California
3. New York
4. Ohio
5. Texas
6. Missouri
7. Michigan
8. Pennsylvania
9. New Jersey

CLASS 2

1. Kansas
2. Iowa
3. Colorado
4. Minnesota
5. Georgia
6. Tennessee
7. Indiana
8. Wisconsin
9. Washington
10. North Dakota

CLASS 3

1. North Carolina
2. Arkansas
3. Florida
4. Oklahoma
5. Mississippi
6. Oregon
7. Nebraska
8. Kentucky
9. Massachusetts
10. Alabama

CLASS 4

1. District of Col.
2. South Dakota
3. Connecticut
4. Rhode Island
5. West Virginia
6. Idaho
7. Virginia
8. Vermont
9. Maryland
10. Maine
11. Delaware

CLASS 5

1. Arizona
2. Montana
3. South Carolina
4. New Mexico
5. Hawaii
6. Wyoming
7. Louisiana
8. Utah
9. New Hampshire
10. Nevada



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